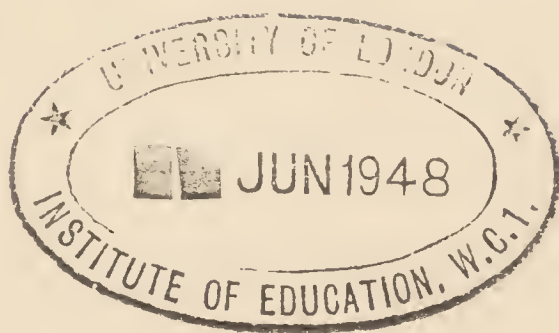




Digitized by the Internet Archive
in 2019 with funding from
UCL Library Special Collections

<https://archive.org/details/IOETNE028>



THE NEW ERA

IN HOME AND SCHOOL



A NOTE ON THE GENERAL CONFERENCE OF UNESCO

NOVEMBER 18th TO DECEMBER 8th, 1946

WE were in Paris for part of the first General Conference of UNESCO, as representatives of the New Education Fellowship, attending meetings of the sub-commissions on education and the social sciences, and also the round-table conferences held by these two sub-commissions for representatives of the voluntary societies.

The scene was, in a sense, a familiar one, in that the close intermingling of all nationalities, at work and at meals and in the many side-shows, repeated all the patterns of our N.E.F. world conferences. Indeed many of the faces were the same, for many N.E.F. members and close associates were here as national delegates to UNESCO.¹ But it was also unique in that this was the first general conference of

an organization from which we hope much.

It is obvious that the main work of UNESCO will be done by the permanent Secretariat and its committees or panels of experts, and by the working teachers and other technicians of the world who try out and experiment with the Secretariat's findings or suggestions. At the annual general conferences the member States will approve or reject the projects which the Secretariat wishes to undertake, query expenditure and the allocation of funds, and keep an eye on the general trend of policy of the Organization as a whole. These are therefore bound to be rather wordy affairs, and with only intermittent flashes of wit or wisdom. That was certainly true of this first general conference. Most of its doings were interesting, at times absorbingly so, but for reasons that were almost irrelevant to the work in hand.

Take for example Project H of the Education Division—'A conference on the teaching of national history in connection with a long-range programme for the analysis and revision of text-books'—one

of fifteen projects of this Division alone. The delegates of many member States spoke to it. The Polish delegate wanted UNESCO to try to extirpate dangerous national aspirations with its help; the U.S. delegate reminded us that, as an extreme measure, UNESCO may refer the improper use of teaching material to the Security Council of the United Nations and that, short of this, it might draw the attention of educational authorities to books or passages it did not like—but that it cannot do more without being accused of censorship. The Norwegian delegate said it would be impossible to eliminate all the mis-statements, omissions and wrong interpretations contained in history and geography text-books and that if it could be done, others would soon creep in. But he suggested that each National Commission might draw up standard notes, containing correct information on its national history and geography, without propaganda, and that the member States, when drawing up new text-books on world history, might agree, not of course to use the whole material contained in such notes, but not to go outside it.

The delegate from India suggested that some text-books sin against humanism, whereas others do not sift important from unimportant material and so give a false perspective. He suggested that the examination of text-books should be done by regional committees, and he urged that the examination should be done as tactfully as possible, but with a high regard for truth. The Belgian delegate suggested that, since it is

¹ Among the members and friends of the N.E.F. were: Dr. C. E. Beeby (Director of Education, New Zealand, who was largely responsible for the N.E.F.'s Conference in New Zealand in 1937), Mr. B. S. Drzewieski (formerly N.E.F. Secretary in Poland), Mr. W. McClelland and Mr. W. Hepburn (Scotland), Prof. R. C. Mills (Australia), Prof. Piaget and Dr. P. Rossello (Switzerland), Sir S. Radhakrishnan (who attended the N.E.F. Conference in 1936), Prof. K. G. Saiyidain (just returned from the N.E.F.'s Conference in Australia), L. Verniers (Belgium), Prof. Henri Vallon (France), Dr. C. S. Wang (China) and Dr. O. Devik (Norway), and two members of the N.E.F.'s Guiding Committee, Mr. Evan T. Davis and Mr. C. H. Dobinson. Needless to say that our Deputy-Chairman, Dr. Lauwerys, Consultant in Education to UNESCO, was there too.

CONTENTS

A NOTE ON THE GENERAL CONFERENCE OF UNESCO.....	1
AN INTERCHANGE AT UNESCO.....	5
THE WOMAN TEACHER'S PROBLEM —E. L. Herbert.....	9
MAKARENKO'S SENSE OF THE MEAN—W. L. Goodman.....	11
IMPRESSIONS OF THE INTERNATIONAL EDUCATIONAL CONFERENCE IN AUSTRALIA—K. G. Saiyidain.....	17
BOOK REVIEWS.....	20

important that children should understand their text-books, UNESCO should set on foot a research by teachers and psychologists into the age at which children begin to have a conception of chronological events. The Czechoslovak delegate said we were over-emphasizing the importance of text-book revision—the Nazi revision of Czech text-books during the war had had no influence on children's attitudes. The teacher and the environment have more influence and the formation of a strong will for peace and co-operation is the main job of UNESCO. The French delegate said that other than history and geography text-books need revision (under the Occupation examples in arithmetic and grammar books were used for Nazification). He said that world-mindedness can be encouraged by stressing the interdependence of the history of the peoples, and that to this end especially prepared material might be made available through UNESCO. (See his amendment below.)

The delegate from New Zealand repeated the U.S. warning that any semblance of censorship must be avoided, but thought it would be a good thing if each nation knew what the children of other nations are being taught about it. He suggested that UNESCO should ask for the history, geography and civics text-books in common use in the member States—and that later it might compile a world history text-book for the use, not of children, but of teachers and the writers of text-books. Dr. Howard Wilson, Deputy Executive Secretary of UNESCO, intervened to state that the intention of the Secretariat was to avoid censorship and produce satisfactory suggestions and advice, especially about the teaching of history, geography, literature and the arts subjects which have so much to do with the forging of an international spirit.

The South African delegate said that teachers in his country would be restive about interference from UNESCO and would want liberty to use what text-books they liked. The delegate from U.S. said that if the New Zealander's suggestion were followed, UNESCO would receive from eight to ten thousand text-books from the United States on history alone. The Philippines' delegate suggested that it might

be well to make it appear that the work of text-book revision was being done by the member States, and that its first stages might well be done by the National Commissions. He also suggested that UNESCO might draw up a code of ethics as a guide to text-book compilers and selectors. Dr. Howard Wilson intervened again to say that the Secretariat has never felt it should interfere with the philosophical interpretation of history. It is concerned with the accuracy of the facts presented and the form of expression used, which can often have a bad effect on children's attitudes to other nations. They are not concerned with the preparation of a single text-book but with the improvement of existing text-books. It did not assign too much importance to text-books, because the best text-books may be used for baser or for higher ends by each individual teacher. He said the Secretariat was primarily concerned in making the work done by it in 1947 a good basis for future work. All they were asking for as regards this project was a conference of an international character on the teaching of history—a conference of experts to be held in 1947 if possible, or at any rate in 1948.

The contributions from delegates continued—they lasted for close on three hours on this one point—and in the end the Secretariat got a good deal more than they asked! The original project was passed (voting, 14—4), together with five amendments¹ and one additional point. The United Kingdom voted

¹ Amendments

1. That as a first step in the study of school text-books UNESCO ask every member State to send to UNESCO Headquarters a full set of its most commonly used text-books in history, geography, civics and related subjects.
2. That the Secretariat be requested to arrange for the study of these text-books with the assistance of national commissions and other national bodies, and report further to the next general conference.
Proposed by the delegate from New Zealand.
3. That the Secretariat should invite member States to undertake studies of their text-books from the point of view of their effect on international understanding and make the results and their criticisms available to UNESCO to form part of the data needed for full examination of this question.
Proposed by the delegate from India.
4. That UNESCO get in touch with various nations and with associations of educators and scientists, in order to put in due light facts of international scope and refrain from presenting them in a particular national way.
Proposed by the delegate from France.
5. That UNESCO should prepare on a periodic basis suggestions on new materials to be used at the discretion of the individual authors in their writing or re-writing of text-books.
Proposed by the delegate from China.

against the motion, although we are told that the project was put forward at the insistence of the United Kingdom delegation at the preceding meeting. There had been a change of personnel mean time.

The discussion on this one project, out of some ninety-six reviewed, has been given in outline as a fair sample of the kind of contributions made by the delegates of the member States to the Secretariat's work—at any rate in the sub-commissions on education and the social sciences, which were the only two we were able to follow consistently.

Not many projects were discussed at such length and, fortunately for the Secretariat, not many discussions resulted in such heavy additions to its proposed programme. Some indeed were summarily ruled out of the 1947 programme.

Readers will probably agree with us that any group of specialist history teachers from the secondary schools of any sizeable city would have produced similar comments, and might well have disposed of them with more realism and with more awareness of the historical and psychological background of this project. This was more or less inevitable. Except for interventions by a member of the Secretariat, every contribution was from a delegate who was there to express a national viewpoint as well as to contribute to an international discussion, and it would be unjust to complain that many delegates to this first meeting found the former task the easier.

The great questions are: Are the members of the Secretariat increasingly able to work at a supra-national level and to resist, if need be, any pressure brought to bear on them to do otherwise? That is to say, are they individually and collectively disinterested? We formed a strong, though necessarily hasty, impression that the answer to this was: Yes.

Have they shewn in this project planning a sense of perspective and a sense of reality—are they attempting only the possible and the necessary? One felt this question to be in the background of many of the delegates' contributions, and it is a pity it found expression as a rule only in rather querulous references to the budget, for it is a highly important question at quite other

levels than the financial. It is difficult to answer—so much depends on the Secretariat's skill and wisdom in choosing, using and combining experts for each several project, and it is probable that some commissions are more realist than others. We had the impression that the Education Division was well manned.

Finally, how much difference can UNESCO make to our daily understanding of each other and to making effective our will for peace? Given that the Secretariat is disinterested and competent, the answer to this must lie in the amount of communication that can be set up between UNESCO and the teachers and other experts whose field of work lies within the orbit of the Organization—and communication is a two-way process. We feel pretty sure that the very human men and women of the Education Division's Secretariat will hate to work in a rarified air peopled only by themselves and their consultants—and will give out news and views as well as welcoming such from workers outside. In order to indicate the lines upon which such exchanges can be most fruitful, we publish the list of projects on which the Education Division will be engaged in 1947:

Education Projects for 1947

The Panel on Fundamental Education

It is proposed, in the first place, that the Organization should launch, upon a world scale, an attack upon ignorance, by helping all member States who desire such help to establish a minimum Fundamental Education for all their citizens. A programme of action for this project was laid before the General Conference.

The Panel of Experts to study Education for International Understanding

The Secretariat, in consultation with such a Panel, will study the methods employed and the content of the education provided in various countries to foster international understanding in the primary and secondary schools.

An International Education Summer Seminar

The purpose of this gathering, which will last six to eight weeks, is to enable teachers attending it to carry on their work with more intelligence and with improved

methods, by bringing them into contact with colleagues from other countries and providing them with fresh knowledge and ideas over the whole field of education in its international aspect. Members of the Seminar will be, generally speaking, not over the age of 35 and will be required to have an adequate knowledge of French or English.

In addition to this central international Seminar, other similar Seminars will be held regionally in 1947 as time, staff and resources permit.

4. *Text-book Review*

See above.

5. *Joint Commission on Health Education*

This Commission will be appointed by UNESCO jointly with the World Health Organization and in co-operation with the International Labour Office, the Food and Agricultural Organization, etc. It will undertake comparative surveys of physical education, establish minimum standards of diet, housing and rest for school children, concern itself with the health of young people in industry, etc.

6. *Committee on Education Statistics and the Publication of an International Educational Year-book*

These first six projects were urged by the Secretariat as top priority.

7. *International Relations Clubs*

It was proposed that the UNESCO Staff should collaborate through appropriate channels with schools and colleges, existing out-of-school agencies and with new groups which may be formed, in sponsoring Clubs which would stress citizenship in the community, nation and world. In the course of the debate it was stressed that this work must be carried out through existing national educational agencies.

8. *Adult Education*

It was decided that during 1947 'if time, staff and resources permit' the Secretariat should invite member States to supply it with information as to content and techniques of adult education in their countries.

9. *A Study of Handicapped Children*, by which is meant all children who have suffered in any way as a result of the war. It was decided that this study should be made with special reference to the devastated areas.

Clare Soper, Peggy Volkov

HARRAP

Man Mind and Matter

W. HAUGHTON CROWE,
D.Sc.

This work is an account of certain facts and ideas without which it is difficult to mould a philosophy based on intelligence and reason. It will answer some of the doubts and questionings which the reader is faced with in understanding the direction of modern thought.

6s. net

Methods and Experiments in Mental Tests

C. A. RICHARDSON, M.A.

A new edition of an invaluable account of mental tests which will be readily comprehensible to all those interested in the subject. It deals with some of the more important aspects of the subject, namely the nature, validity, and methods of application and the conclusions to be drawn from them.

2s. net

The School Farm

A. C. HILTON and
J. E. AUDRIC

"This book shows in great detail how a County Secondary Modern school for 300 boys and girls has adapted its work to serve the interests of country life and country pursuits."—*Journal of Education*.

8s. 6d.

Language and Mental Development of Children

A. F. WATTS, M.A., D.Litt.

"No serious student of educational psychology or of language can afford to be without Mr. Watts's book which will remain a standard work until the volume of research which it will stimulate has grown considerably."—*Times Educational Supplement*.

"No book known to the reviewer deals with the subject so comprehensively and so thoroughly."—*The British Journal of Educational Psychology*.

12s. 6d.

GEORGE G. HARRAP & Co. Ltd.

182 HIGH HOLBORN,
LONDON, W.C.1.

PAUL LANGEVIN

Grande Croix de la Légion d'Honneur

Member of the Institute, Professor at the College de France

President of the French Section of the N.E.F.

I FIRST saw Paul Langevin in the laboratory he directed, surrounded by students and apparatus. 'You see', said he, 'I am a physicist.' 'Sir', said I, 'I had to know that fact in order to pass examinations.' And indeed every student of physics is expected to know how Langevin found ways of using sound waves to detect under-water objects. His researches in this field lie at the basis of echosounding and of the Asdic method of submarine detection. They made possible the defeat of the U-boats in the last two wars and have thus put us all in his debt. His work in atomic physics is now being carried further, by old pupils like Joliot-Curie, who are once again helping to place French science in the very forefront of advance.

It was not, however, of his scientific eminence that we, in the Fellowship, thought when Langevin's name was mentioned. For he was no narrowly specialized technician. He realized his responsibility to the community and used his great literary skill to expound the social importance and the intellectual implications of new discoveries. Such activities led him, first, to support attempts to revivify and modernize the teaching of Science in schools and, then, to go on to attempt the reorganization of the entire educational system of his country. It is common knowledge that his efforts were crowned two years ago by the establishment of the official Commission, rightly known by his name, which is now discussing ways of adjusting the somewhat outworn French system to the needs of the twentieth century. He early came into contact with the N.E.F., helped it in every way he could, and lent to it the great prestige of his name and influence. His own interest in international aspects of education was demonstrated in 1932, when he visited China as a member of a Committee of Four despatched by the League of Nations to advise the Chinese Government on its educational problems.

The war was a heavy blow to Langevin, and he suffered much in his patriotic pride. Rightly suspected of supporting the resistance movement, he was sent away to a small country town from which, when danger grew, he escaped across the frontier to Neuchatel. His daughter was taken to the horrible camp of Ravensbruck, and for years he did not know whether she was alive or dead. I met him again in April 1945, and found him greatly changed and especially aged. In that spring month, the sun shone warm and Paris breathed again. As though to celebrate the nearing end of the war and the release from the greyness of occupation, the boulevards were gay with chestnut blossom,

and every garden glowed with lilac. Responding to the warmth and to new-found hope, Langevin spoke of his early life as a teacher in an elementary school, of his struggles to make ends meet, of his delight when, at the turn of the century, he had been awarded a scholarship which had enabled him to work in Cambridge, at the Cavendish laboratory, under J. J. Thomson. It was then that was born that lasting affection for English ways which he lost no opportunity of expressing, though he was too shy to speak our language. He always saw England through the hopeful eyes of youth.

Langevin's intellectual qualities were undiminished to the end. Not long ago he was one of the promoters of the great new French Encyclopedia—which is intended to do for the twentieth what the other Encyclopedia did for the eighteenth century—and his articles in *La Pensée*, one of the most exciting of the new French periodicals, were evidence of the youthfulness of his outlook and of the vigour of his thought. He was one of the leading personalities in the French Communist party, and certainly the most respected. I do not know how orthodox he was, but the political doctrine he expounded was warm and humane, an assertion of human dignity. His ideal was the freeing of mankind from material necessity in order to set men free from servitude to merely material ends.

His country fully recognized Langevin's greatness. Last Easter, he was given the Grande Croix de la Légion d'Honneur, the highest honour which the French Government can award, and on 21st December his remains were accorded a State Funeral.

But yet, for my part, it is not the memory of a great scientist and of a great intellectual which I shall carry in my heart. I shall think rather of an infinitely courteous host, full of quips, jokes and stories, full of wisdom, goodness and experience. I shall think of a warm-hearted lover of mankind, revolted by injustice, indignant at harshness and brutality. I shall think of the kindly counsellor and guide of the young students who flocked to hear him and who revered him as father and leader.

France has long been the eldest daughter of Western Civilization. To-day she is sore stricken: impoverished, bled white, politically divided, industrially weak. Yet, while she has sons like Paul Langevin, her friends and admirers will not despair. For she shall rise again, greater and nobler than before, and make her unique contribution to the intellectual and cultural life of humanity.

J. A. L.

The following three extracts have been made from shorthand notes which have not yet been passed by UNESCO as a true record. They indicate some of the difficulties that the Secretariat will meet if they stray too early from severely practical paths.

An Interchange at Unesco

1. Mr. Vladislav Ribnikar—Observer for Yugoslavia

ALITTLE over a year ago, the Government of the People's Federative Republic of Yugoslavia willingly accepted the British Government's invitation to the United Nations' Conference for the purpose of creating a United Nations' Organization for co-operation in the field of education and intellectual culture. In such an organization, the Government of Yugoslavia realized the possibilities offered to all nations which had defeated the greatest enemies of humanity—German and Italian Fascism and Japanese Imperialism—and had fought for the fundamental rights of peoples and individuals to a free and independent life, to organize loyal and effective co-operation in the cultural field. That is why the Yugoslav delegation took part in the work of that conference and signed the Constitution which was drawn up, even though it could not approve of certain aspects of the text of this Constitution.

The Yugoslav delegation felt that it was, above all, necessary to create an organization based on the general rules of the Constitution and considered that this organization would accomplish practically all that the freedom-loving nations expected of it. Abstract principles, with which we could not agree, would not have any decisive influence on the future activities of UNESCO. One of these concepts, for example, is that which appears in the first sentence of the preamble to the UNESCO Constitution, that: 'That since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed'; and again, the following text: 'That ignorance of each others' ways and lives has been a common cause, throughout the history of mankind, of that suspicion and mistrust between the peoples of the world through which their differences have all too often broken into war'. Such arbitrary conclusions show a lack of a

material and scientific knowledge, and give an inaccurate picture of the causes which, in the history of mankind, have provoked wars between nations; it is impossible with such principles to remove effectively the causes of war.

However, the Yugoslav delegation signed this Constitution, firmly convinced that declarations of policy were of less importance than the opportunity offered of carrying out cultural co-operation between the United Nations. Yugoslavia then waited to see how the activities of UNESCO would confirm this hope. It has studied the proposals in UNESCO'S practical programme in order to determine its final attitude towards this organization. Among these proposals are some which would favour the development of cultural co-operation between the nations and the consolidation of a lasting peace. But some of them are far removed from these aims, for they take no account of the facts of modern life nor of the particular character of relations in the present-day world, and are consequently inapplicable in practice. Moreover, some of them, in their very spirit, are contrary to the idea of co-operation and to the reinforcement of a lasting peace.

It is these proposals, inapplicable in practice and contrary to the strengthening of lasting peace and international cultural co-operation, which induced the Yugoslav Government to await the result of this General Conference before taking a final decision as to whether Yugoslavia will become a member of UNESCO.

Article I, Section 3, of the UNESCO Constitution says that 'With a view to preserving the independence, integrity and fruitful diversity of the cultures and educational systems of the member States of this Organization, the Organization is prohibited from intervening in matters which are essentially within their domestic jurisdiction.' This means that the diversity of cultures

and educational systems in the various countries is a positive factor in the development of the general culture of mankind, and that any outside influence intended to divert the development of these various cultures from the channels which they would follow if they were free and independent must necessarily be harmful. Nevertheless, in the numerous proposals concerning the UNESCO programme submitted by the Preparatory Commission, we notice a persistent tendency which is absolutely contrary to the view of the Constitution. This consists in directing UNESCO'S activity to the casting of the various national cultures in a standard mould, thus destroying the individual character of each culture.

UNESCO has even elaborated its own philosophy, labelled 'World Scientific Humanism', which, according to the programme, will be forcibly disseminated to and imposed upon the peoples of the world. In defining its philosophy, UNESCO condemns various conceptions of the world and of life which do not correspond with its own philosophical concepts. For example, it entirely rejects materialist philosophy and questions the scientific character of dialectical materialism.

This is tantamount to the renunciation by mankind of its enormous share in the treasures of thought, for, throughout the ages, materialist philosophy has existed in the human mind; it has represented a factor of progress in knowledge and, without the achievements of materialist philosophy, it is impossible to conceive the mentality of modern man. If materialist thought were to be banned, it would amount to the suppression in England of a marvellous philosophic and scientific inheritance, to the suppression in France of its greatest age of philosophy, and to holding up the creative advance of younger peoples. This would deprive

science of the methods by which it has become science, and in the last instance would amount to subjecting science to metaphysics.

Even if in many international questions, as, for example, in that of peace, it is possible and necessary to reach an agreement, yet objective truth in the world of scientific philosophy cannot be established by vote or the plaudits of an assembly, whatever the number of scholars and philosophers in the hall.

Objective truth is to be reached by research, and the truthful character of the results of thought is confirmed by the experience of men, of peoples, of mankind in general. Is it possible to reject a philosophic and scientific conception, namely dialectical materialism, whose principles and even scientific forecasts are confirmed in practice? Is it possible to proclaim as official a speculative philosophy which would amount to a kind of philosophic esperanto?

It should not be forgotten that dialectical materialism is recognized and its general outlook adopted by a great country, the Soviet Union, whose social order is based precisely on science, and where, for the first time in history, science has made it possible for men to organize their lives with a full knowledge of their real needs.

Let us not forget that the campaign against dialectical materialism was one of the main features of the Fascist regimes; they called upon the peoples to fight the Soviet Union in the name of European civilization. It is impossible for UNESCO to take a similar attitude while declaring itself in favour of international co-operation and the 'free flow of ideas'. After this most terrible of wars we should not, in the name of cultural co-operation, proclaim a new spiritual war against a philosophy which has been proved truly human.

We consider that this philosophy should not be excluded from the ideological programme of UNESCO; but we do not mean that UNESCO should impose philosophic materialism on all members of its organization. International, cultural co-operation means fruitful competition on the creative plane, a competition between cultures, from which should emerge the stabilization of values corresponding to the interest of the United Nations and

of mankind. We believe that such exclusivity on the part of UNESCO in the domain of thought can only prevent, contrary to the objects defined in its Constitution, cultural co-operation between *all* United Nations, in the first place between the western countries and the Soviet Union.

UNESCO is called upon not only to recommend peace and co-operation with the means available—this is not enough—but to oppose any attempt to provoke suspicion and hatred between the peoples and to prepare public opinion in certain countries for such provocations. Unfortunately, attempts of this kind are numerous in these days. They are reflected in part of the world press, in various publications, on the wireless, in arts and letters; in a word, in all spheres within the scope of this organization. UNESCO should not remain inactive in the face of such attempts. It should not only reprove them, but take active measures to suppress them.

If we wish to preserve and consolidate peace, we should fight for peace as we should fight the enemies of democracy, as we should protect democracy against the attacks of Fascist and pro-Fascist forces. Our opinion is that UNESCO should in no case assist forces whose activity consistently opposes peace and democracy; otherwise UNESCO, sooner or later, will place certain democratic countries, Members of the Organization, in a position where they will be obliged to reject or not to execute recommendations made by this Organization. We deplore the appearance of the first negative results of the work of those bodies of the Preparatory Commission which have taken part in the establishment of the UNESCO programme. The absence of a Soviet delegation to the General Conference shows that such work cannot succeed. It seems unnecessary to point out that no cultural co-operation between the United Nations is conceivable without the collaboration of the Soviet Union, just as it would be difficult to imagine the United Nations without the Soviet Union.

If due regard is had to the fundamental conditions necessary for fruitful work on the part of UNESCO—respect for the independence of national cultures, effective assistance in the cultural development of each people, suppression of

any activity against peace and international co-operation—the Organization will be able to carry out its tasks.

2. Sir S. Radhakrishnan— Chief Indian Delegate

Under education we rightly propose to organize a campaign against illiteracy and we wish to equalize educational opportunities for all human beings, irrespective of sex, race or nation. Illiteracy is the greatest foe of human advancement but literacy by itself will not do. Wars have come not from peoples who are illiterate, but from those who are highly literate. Primary education has been very general and widespread in the advanced countries of the world, in the countries that plunged the world into wars in our generation. We must train people not only to read and write, but also to think and discriminate between right and wrong. Schools, colleges, universities, radio, press, films, are the instruments we use for the spread of knowledge, but false knowledge is worse than no knowledge. Bernard Shaw said that reading made Don Quixote a gentleman but believing what he read made him a madman. In our educational institutions we train the young not to think independently but to accept dogmas. The greatest crime of the Dictators was the atrophy of the sense of responsible liberty. What the world needs to-day is not merely quantity of education, but quality. In spite of our intellectual power, scientific invention, industrial organization, and even moral virtues of loyalty, discipline, self-sacrifice, we have failed because these were all harnessed to wrong ends. What afflicts our generation is not intellectual error but spiritual blindness. The discipline which deals with the right ends of life is that of philosophy.

Rightly did the preliminary Conference last year include science among the major objectives of our Organization. The root causes of war are economic, and if the achievements of science are employed for providing food, clothing, shelter and educational opportunities to the vast populations of the world we would remove one of the essential causes of wars. But

We know that science can be used either for peace or for war. It therefore provides us with means but does not prescribe the ends to which these means ought to be adapted. Here again is the need for philosophy.

We have heard just now about freedom of communication and interchange of ideas. The way in which the secrets of atomic science are being handled is hardly consistent with the free flow of ideas. Russia's absence from this Conference is the expression of the division in the world. If Russia's suspicions are to be removed, we must bring about a true interchange of scientific inventions. Proclamations from this platform are not enough. We will be judged by our deeds.

Philosophical studies partake more of the nature of arts than of sciences. In sciences we observe, we investigate, we generalize, we eliminate our own prejudices and represent facts without distortion or misrepresentation. The pressure of fact, the coercion of the objective, are the essential principles of science. In art, on the other hand, there is the fusion of the mind with the object. The mind enters into the object, it breathes its life, listens to its rhythm and recaptures it for us. Scientific facts are different from creative visions. Scientific inventions can be replaced. Masterpieces of literature and miracles of art are irreplaceable in an absolute sense for they are the products of a unique union of the universe with the personalities of the authors. We can have institutions for scientific research, but not for training poets and prophets. Science is a co-operative enterprise, a work of many minds, but art is the work of solitary genius.

Philosophy reflects on the world of experience, meditates on it, and produces a system which is more an impact of the mind on the real than confronting it. Systems of philosophy are individual visions—Plato's Republic, Spinoza's ethics, Shankara's metaphysics, Kant's critique—they give us views of life, divisions of life, interpretations. When we are called upon under Article I, Section III, to foster the diversity of cultures, it is our duty to recognize different systems of thought such as dialectical materialism, scientific humanism, idealist view of life. We cannot therefore

be committed to any single philosophy of life. Yet there is a philosophy of spirit underlying these various schemes and the ideals for which UNESCO stands. It gives us the vision without which a people perish. Culture has two sides, production and consumption. We must encourage the producers of culture and educate the consumers of culture.

Creative thinking which is philosophical is very different from scientific thinking. It is the expression of inner vision on illumined thought. Therefore it is unfortunate that it is brought under Sciences. I do hope that the Co-ordinating Committee will take the suggestions I have made into account and give to philosophical studies their proper place.

3. Dr. Julian Huxley— Director General of Unesco

. . . I would like to take up a question raised by the delegate of Yugoslavia, since it was from my essay that he must have obtained the idea that UNESCO wishes to repudiate materialistic philosophy: if I gave that impression then I must correct it. What I meant was that we cannot adopt any philosophy which does not embrace all the different schools of thought—neither materialist philosophy nor transcendentalist philosophy, to give examples.

Of course materialism has contributed greatly to the progress of mankind, as have certain great religious teachers, like Jesus and Mahomet, as well as other thinkers and scientists. We may hope for a more embracing synthesis in the future as part of the work of UNESCO.

People have also said that we should not concern ourselves with theory but with practical matters. I am in complete agreement, especially with regard to the general philosophy which must be the working principle of the Conference. We should, in fact, focus our attention on useful projects, and try to arrive at a general agreement upon them, which would itself prove the basic value of our philosophy.

Sir S. Radhakrishnan has said that we must pay attention to

spiritual values, so that people who disagree with philosophical or religious belief would be able to agree as to the necessity for truth and love in our relations with one another.

There are other values envisaged by the projects in the programme which would lead to a general philosophy. The Yugoslav delegate said that the projects he disliked would tend to create a uniform culture, a sort of single world culture. This is, I fear, a misunderstanding, because we have always tried to make clear in the report that we wished, on the contrary, to preserve as far as possible the variety of human cultures; we would try to protect and encourage them, to prevent a dying culture from dying, to help a new culture to grow. But I think that we do find uniformity in the realm of science, since scientific knowledge improves itself by universal acceptance.

It has been suggested that scientific institutes in two or three of the most backward regions of the world should be created. I am sure that in the discussions which will take place here, delegates will reach the conclusion that general decentralization into eight or ten world regions will be required. This decentralization would therefore have to be brought about in co-operation with other specialized agencies of the United Nations and also with other national bodies.

4. M. Vladislav Ribnikar

The Yugoslav delegate accepted Dr. Huxley's statement about his own essay, but went on to say nonetheless:

In the general report now under discussion we find ideological suggestions which are the basis of the reservations which we expressed earlier. We accept Dr. Huxley's explanations on the free circulation of positive human thought, circulation which will not be impeded by the work of UNESCO. It is pleasant for us to hear an authoritative opinion that UNESCO will, on the contrary, help the development of national cultures and will not impede their autonomous evolution. For it is from the contributions of different national cultures that will spring the most useful results for general human culture.

RESEARCH AND THE BASIC CURRICULUM

C. M. FLEMING, M.A., Ed.B., Ph.D.

This book summarises the evidence obtained from recent research in education and indicates its applicability to current educational problems. Lists of tests and ample bibliographies are included.

Ready January, 7/6 net

ACTING GAMES

FREDA COLLINS

These Acting Games are mainly for children of Infant and Primary school age. The book stresses the importance of using the child's own ideas and imagination, and will be welcomed by all grown-ups dealing with young children.

6/- net

THE DURHAM COUNTY AGREED SYLLABUS OF RELIGIOUS INSTRUCTION

DURHAM COUNTY EDUCATION COMMITTEE

The publication of this Syllabus, approved for use in Durham schools, will, it is hoped, improve the standard of religious teaching in schools and will be a source of inspiration to teachers of the subject.

5/- net

UNIVERSITY OF LONDON PRESS LTD.
WARWICK SQUARE **LONDON, E.C.4**

The Woman Teacher's Problem¹

L. Herbert

Lecturer in Education
in the University of Manchester

ABOUT two years ago a flutter was raised in girls' schools common rooms up and down the country by the publication in the *Times Educational Supplement* of a letter from a young teacher obviously shocked by the first experiences of her professional life. Unfortunately, the letter contained much angry and abusive language about the appearance and personality of her elder colleagues and that the real problem it raised was overshadowed. She claimed indeed, that 'teachers should be honoured as scholars and creative artists,' and railed against the 'soul-destroying' conditions of which, in her eyes, these older women were the victims. As a result, other correspondents, understandably indignant at her attacks on members of the profession, denied all the charges and countered the attacks, while they ignored her references to a situation which they are the first to deplore but of which they always hope to escape the consequences. Popular prejudice certainly exists, stronger against women teachers than against their male colleagues; but the women argue that equal salaries would redress the balance. Necessary as this reform is it would hardly go to the root of the trouble.

A few minutes' conversation with sixth form girls faced with the prospect of becoming teachers leaves no doubt that the problem is psychological rather than economic. These girls are either resigned or defiant or they try helplessly to resist the pressure put on them by their parents, who are attracted by the comparative security of the profession.

Since no prejudice can be polished by the mere reiteration that it is unjustified, it is worth while to investigate its causes, all

the more because teachers themselves often yield to it. Do they not all cherish the occasional compliment that they do not 'look like a teacher', or dislike the pupil met out of school who is likely to 'give them away'?

What, in fact, is implied in this accusation of 'looking like a teacher'? I have asked many people this question and received many replies without much variety. To young people it means to be badly dressed, to look prim, not to wear make-up, to be old-fashioned; to older people it means to look severe, dominating, determined; to walk like a man, to talk pedantically and carefully, in a deep voice. Generally speaking, these criticisms seem to indicate a neglect of the feminine graces. And this neglect is seen as deliberate, accompanied, through the dominating, determined manner, by an attitude of superiority towards mundane interests. Now since we know that only by the very few and hardened individuals is this manner deliberately cultivated, there remains to be explained why—in spite of many exceptions—some at least of these traits so often recur. In other words, why should the 'déformation professionnelle' of the teacher assume this character? To many it seems the inevitable price of being an 'intellectual', but we know that even this possible compensation for the loss of a normal social life is denied to her. After three months or more of thirty weekly periods of teaching, with supervision duties, clerical work, out-of-school activities, and evenings devoted to preparation and corrections, it needs enormous physical and mental energy to embark on a course of continuous study. Holidays, long as they appear to the outsider, are needed for recuperation and for

regaining some sense of freedom, of being able to organize one's own time, without which there can be no human dignity.

Manuals of psychology rarely deal with this personal problem, engaged as they are in solving the many professional ones. The aim of the educational psychologist is naturally to study the needs of children, and the only advice given to the teacher is 'to develop her personality'. There is little reference to the means of achieving it.

Perhaps the most fruitful approach would be to discover what in most cases determines a woman's choice of teaching as a career? On the purely conscious plane, she knows that it is one of the few liberal professions within her reach; entry into it is made easy for people of modest means by grants given during the period of training, the almost complete security of tenure and the prospect of a pension in old age. Often teachers 'run in families'. 'I have always thought I should be a teacher. You see my father—or my mother—is one,' is a frequent reply from candidates to training departments. In many cases there are more disinterested and deliberate motives, such as a genuine liking for children and a desire to remain in contact with them; this especially among girls who wish to become teachers in Infant or Nursery schools.

On another plane, and only semi-conscious, is the snobbery that places teaching above other women's callings such as sick nursing, child nursing, domestic work and others. Welfare work is now becoming a good second but it has not yet achieved the financial security of the teaching profession. It is especially among the candidates to secondary school posts, with their horrified refusal of any

¹ Here is an exhortation to teachers, by one who has herself been a teacher, to examine their own consciences. Certainly such things need saying. But those of us who are not teachers cannot absolve ourselves from responsibility and back feeling that the change must come solely from those who are. To be a teacher, no less than to be any other kind of worker, is to supply a public demand. The people who make the demand have a responsibility for the way that demand is supplied and the effect on the character of the person who supplies it.

Is there not a tendency nowadays amongst some parents, because of their own emotional immaturity, to shirk the problems of discipline and leave it to the teachers? In their unwillingness to incur their children's hate, and in a swing of the pendulum from Victorian discipline, do they not often set up the teacher as substitute consciences? It naturally follows that such parents are unable to treat teachers as ordinary human beings. In a period of such great change in social standards of behaviour it is to be expected that there should be some 'lag', and that the ordinary school, as the bearer of tradition, should be behind the times in certain standards of behaviour. There is obviously a need for constant revision of standards, but here again the burden should not be, or rather, cannot be laid on the teacher alone.—ED.

work with the 'under elevens', that one meets this unformulated idea.

Further, there are some unconscious impulses that find satisfaction through teaching. First we find the tendency to dominate, a desire for power which, in a woman's life, is often frustrated. If a teacher has no such desire, the exertion of applying authority will be an unbearable burden, made still worse by the fact that children will immediately recognize the deficiency. Secondly, in common with the actress and the political speaker, she must enjoy playing up to an audience. These two impulses, which are found in all of us in different degrees, have no moral significance in themselves, but mention of them commonly implies blame, and we indignantly refuse to recognize them in ourselves. Even this refusal is useless, for the more we repress them the more do they insist in showing themselves in and out of season. Instead of becoming, properly controlled, necessary instruments in our work they become a habit in every-day life. We behave as if we 'knew better' not only than our pupils, but than everybody else—an irritating attitude. Sometimes, in an attempt to run away from the recognition of these impulses in ourselves we may replace them by their opposites: we may then behave in a meek, diffident fashion, but this negative reaction is no less irritating and no less transparent than the other.

There is still another unconscious motive that often helps to determine a teacher's career; it is the fear of growing up, the reluctance to leave school and the protection afforded by its small world against one's own emotional impulses. The rules may be irksome at times, but they are safe. Life is sheltered and circumscribed, and if the code is strict, one has the feeling of voluntarily administering it. Once more the teacher wields authority and like the child 'playing school' enjoys imposing discipline on an unruly class.

It is in this infantile attitude that the danger is greatest. Aggressive and exhibitionistic tendencies are normal impulses that may be directed into useful social channels and are part of the equipment of the successful teacher, but the fear of growing up is a sign of arrested

emotional development, a refusal to take on the responsibilities of a free adult in an adult society. The symptoms are easy to detect in oneself; any feeling of self-righteousness while enforcing a small—if necessary—rule should be a danger signal. No one will deny the necessity of rules in any community but in schools these need to be constantly revised, not only for the sake of the children but much more for the mental comfort of the staff. It is useless, for instance, to tell modern adolescent girls that 'ladies wear hats' when most of their mothers go hatless. Will they deny their mothers the title? They are much more likely to declare that the school is behind the times—and wise headmistresses realize it. But what of the teacher? Should she wear a hat on all occasions? She will be dubbed old-fashioned. She may decide to wear one when she comes to school and dispense with it otherwise. What becomes of the 'rightness' of the school rule then? Sometimes she declares that the rule is made for children and not for adults—a dangerous argument unless it is applied to a safety rule.

It may be said that these are trifling matters; nevertheless, they constitute an ethical problem for the teacher, so much so that to avoid the pain of having to face it she sometimes persuades herself that school rules (which could be altered) are sacrosanct. It is at this point that she runs the risk of becoming a school-marm, of 'looking like a teacher'. Her explanation would be that she has no time for such things as dress, as she is too overwhelmed with work; she probably is, for she will tend to be over-conscientious. She no longer remembers what a tonic it is for a class to look at a well-dressed teacher, and will wear 'any old thing' for school. In any case she has given up all hope of being smart and attractive and she eventually convinces herself that what she cannot have is not worth having.

Nor does the damage stop there, for the school rules cater not only for the physical comfort of its pupils but also for their morals. The trend of these latter rules is clear in that they forbid such things as the wearing of any jewellery and the use of make-up, and

enforce the wearing of uniform wherever possible. Now all these things may be right for small children and were acceptable when the leaving age was 13 or 14, but now that secondary school girls—and this will soon mean the whole of the girl population—stay at school until the age of 16, when they have become young adults, such rules insist that they remain children in appearance and show none of the vanity that might be calculated to appeal to members of the other sex.

It must be admitted in all fairness that the evils of this taboo on sex have been partly recognized in the educational world and attempts have been made to remove it. Recent advances in psychological knowledge have made it impossible to continue to ignore the subject, and sex education has been introduced into the curriculum at first rather shyly through the teaching of botany and zoology followed in the best cases by the study of human reproduction. In some secondary schools all leaving girls receive more specific instruction in human physiology. It is thought wise to warn them of the dangers of sex indulgence, and the lectures often include some account of venereal disease. The trouble is that this instruction comes too late. We know that children are interested in sex at a much earlier age. This is not the place to discuss the method of instruction except to note that it is symptomatic of the attitude of society—and of teachers as its representatives—towards the subject of sex. We have, under pressure, recognized the fact that young adolescents must no longer be kept in ignorance and so we teach them the *physiology* of sex, 'the facts of life', the bare facts, avoiding any emotional content. In other words we must not touch on the *psychology* of sex. Their young emotions must not be openly recognized as connected with sex, and their youthful love affairs are severely frowned upon. Only in some very exceptional schools and under exceptional headmistresses is the subject allowed to enter the field of religious or ethical instruction otherwise than by way of warning or reproof. Now if it is said that this attitude does not extend to the staff, one need only quote in reply the fact that the 'marriage bar' has only quite

recently been removed; indeed, its effects are still felt. The consequence is that up to now all sex teaching has been done by unmarried women who looked upon marriage as an impossibility or as a deliverance from teaching. Once more, as in the apparently trivial problem of hat-wearing, the teacher was in a dilemma: she must either resign herself to celibacy—as if marriage were as incompatible with a teacher's calling as it is with a Catholic priest's—or she must give up her career. That this ruling might encourage immorality rarely worried its supporters, since they knew they were in a position to apply very heavy sanctions for any breach of the law. One hears, now that married women have received the freedom of the schools, of very heated discussions as to the length

of time expectant mothers should be allowed to continue teaching. It is seldom realized that the sight of a pregnant woman in school might be salutary for the girls. This would be real sex teaching, although it would obviously not be devoid of emotional content.

All this seems to point to the conclusion that only in proportion as we are prepared to allow our girls to become adults shall we have teachers who are free to become adults in the full meaning of the word. On the other hand, those who unconsciously wish to keep for themselves the privileges of children will continue to make schools a world removed from reality. In this way they must be prepared to lose the privileges of adults and will tend, by way of compensation, to behave like dicta-

tors in their small world. Only those who are willing to give liberty to others can hope to gain it for themselves. Conversely, no one who has not found it for himself will ever be able to give liberty to others.

The prejudice will die hard. Most parents still have a false idea of teachers: they either idealize them or despise them. Few treat them as ordinary human beings, though they have received official sanction to wear the title since the marriage bar has gone. The old attitude lingers on, fostered by long habit on both sides. The best reply to it is the natural behaviour that is based on the conscious recognition of one's emotional needs, and it is the only one compatible with the dignity of an adult.

Makarenko's Sense of the Mean

W. L. Goodman

This is one chapter from an unpublished book on Makarenko, in which he has been allowed very largely to tell his own story in his own words. My main intention in compiling the book was to make available to English readers an account of how the problem of the 'bisprizornie' or homeless, vagabond, and delinquent children was dealt with in Russia after the last war, the revolution, and the famine.

There is no need to point out how topical this question is in many countries to-day. We have had and are still having our own difficulties with juvenile delinquents of one sort and another, not perhaps on the same lines as the Russians, and fortunately not on the same scale, but the problem is still a very pressing and urgent one. It should certainly be of interest, and very likely of value, to indicate how the Russians dealt with it, as far as the limited material available in this country allows. As Sir Robert Mayer says in his little book on this topic entitled *Young People in Trouble*:

'One remembers those gangs of homeless children who lived outlaw lives in the cities of Russia in the first years of the revolution. The task of fitting them into the new society that was emerging was accomplished with brilliant success. Yet the story of how it was done has still to be made available to other countries.'

Makarenko was one of the teachers who had a share in this success, and I have attempted to indicate some of the methods, and to give an outline of what has since come to be known as the 'Makarenko system'.—W.L.G.

MAKARENKO held some very unorthodox views on teachers' and parents' authority over the child, and on their normal attitude to one another. In educational circles in the early days of the U.S.S.R. it was fashionable to demand complete freedom for the child; children were to be treated with kindness and even reverence, and nothing was to be allowed to interfere with their spontaneous and natural development. This idea was based originally on the teachings of Rousseau, but its popularity in Russia was largely due, as Makarenko points out, to a misunderstanding of two words which were frequently met with in the writings of Lenin: 'conscious discipline'. In discussing this point, incidentally the only time he mentions the name of Lenin in his 'Poem of Education', Makarenko said: 'To any ordinary sensible man, this means that dis-

cipline must be accompanied by the realization of its necessity, its utility, its class significance. In educational theory, however, a totally different construction was placed on it; discipline was understood to develop not from social experience, from the practical comradeship of communal activities, but out of pure consciousness, sheer intellectual conviction, and abstract ideas. The theorists then go further and affirm that this "conscious discipline" is unacceptable if it develops as a result of outside interference. What is needed, then, according to them, is not "conscious discipline", but "self-discipline". In the same way any organization of the children's life by others is unnecessary and bad; the only admissible type of organization is "self-organization". We can see now that all this rigmarole against which Makarenko was struggling was part of the backwash of the

revolution. So many old traditions had gone by the board that it would have been remarkable if there had not been an attempt to make a clean sweep in education as well. But to Makarenko this looked very much like throwing out the baby with the bath water.

In opposition to this idea of 'reverence' the phrase he was constantly using in this connection was 'trebovatelnaya liuboff', which may be rendered very roughly as 'exacting affection'. The word 'trebovania', from which the adjective is derived, means a demand, a claim, or a request. The idea was a dual one; affection must be tempered by clear and explicit standards; kindness of itself was not enough, it must be accompanied by definite demands. As we have seen, he was no sentimentalist, and although he must have liked children the most he ever allowed himself in expressing his affection

IN PREPARATION

TREES FOR TOWN AND COUNTRY

A SELECTION OF SIXTY TREES
SUITABLE FOR GENERAL
CULTIVATION IN ENGLAND

A superbly illustrated record of the trees of Britain
and the part they play in the architectural scene

Demy 4to. 132 pp. with 60 full page photographs
and 60 detailed drawings by S. R. Badmin with
full introduction and description. Cloth. 30/-

LUND HUMPHRIES & CO LTD

was a barely noticeable pat on the back or a slight ruffling of the child's hair. In their turn the children were always very guarded in the expression of their affection towards him :

'I lived with them for eight years, and many of them regarded me with affection, but not once in all those years were they tender with me in the accepted sense of the word. I learned to recognize their feelings by signs known only to myself: by a rapid glance, by a blush of embarrassment, by a steady attention from a distant corner, by an almost imperceptible tightening of the voice, and by a running and a jumping as they came to meet me.'

This idea of 'exacting affection' was but one example of a basic principle which runs through the whole of Makarenko's thought, what he called the 'sense of the mean'. In the jargon, which he never used himself, this is called the dialectical approach, and in spite of Lancelot Hogben's wit, there is more in it than meets the eye. The orthodox exposition is given in full by Professor Medynski: 'Makarenko, according to the

laws of dialectical materialism, sought and found the resolutions of the contradictions between the individual and society, freedom and necessity, rights and the law, the authority and power of the teacher and the effective self-government of the community of pupils, severity and affection, not by opposing them to one another, but by revealing their essential unity.' But, as I have said, Makarenko preferred to call it the 'sense of the mean'.

He devoted the major part of one of his lectures to parents, delivered in Moscow in July, 1938, to this topic. He opened his talk in characteristic fashion with a description of some of the parents who, after the publication of his study of family education entitled *The Parents' Book*, brought their domestic troubles to him. A mother and father had come to him :

'“We are both members of the Party and civil servants; I am an engineer and my wife is a teacher, and we had a fine son, but lately we just can't do anything with him. He cheeks his mother, stays away from home, and sells our things. What can we do? We

brought him up carefully, looked after him properly, he has his own separate room, and has always had all the toys he wanted, and good clothes and boots. And now—he is 15 years old—he is always wanting to go to the theatre or the cinema, or he wants a bicycle—yes, a bicycle, of all things! And look at us; quite normal people, he can't have inherited anything from us. Why should we have such a bad son?”

“Do you make his bed after him?” I asked the mother.

“Always.”

“It never entered your head that he could make his own bed, I suppose?” Then I asked the father a question :

“And you clean his boots for him?”

“I do.”

I said to these parents :

“I wish you good day. And don't come to see me again, or anybody else, but just walk down the boulevard and find a nice quiet seat and try to think whose fault it was that your son has turned out like this.”

‘Actually, if the father cleans his son's boots every morning of

his life, and his mother makes his bed, what sort of a child could you expect?'

This was an exposition, in very homely language, of the practical application of his idea of 'exacting affection'. He admitted that it was quite natural for parents to spoil their children in this way, by letting their affection run away with them, but pointed out that it was unfair to blame the child for the consequences, and that parental love, like quinine and other strong medicines, is most effective when administered regularly, in small doses. In other words, every teacher, every parent, and every guardian must find some mean path, the average, between the extremes of blind affection and severe oppression.

The essential point is that the true relation between the parent and teacher and the child is a mutual, or rather, a reciprocal one. If the child is the habitual recipient of unlimited affection, free, gratis and for nothing, without any corresponding obligations on his part, he values it accordingly, that is, he values it not at all. This surprises the parents or teachers, and he is usually set down as an ungrateful little beast, but the attitude is quite natural. All children, at least after the nursery stage, have a very clear and definite sense of values, including the value of their own personality as a fellow human being. It is not so much that a child must *earn* or deserve affection by doing some domestic chore or other; it is simply a mutual exchange of rights, and we must give the child the credit for seeing it in its true light.

The accuracy of the average child's sense of values, another aspect of this reciprocal relation between pupil and teacher, is brought out very sharply by Makarenko's thumb-nail sketch of Sherry, an agricultural specialist and instructor, to my mind one of the clearest pieces of insight in the whole of his *Poem of Education*:

'It was clear to all of us that Edward Nicolayevitch Sherry had been raised from a very particular kind of seed which had been nourished, not by our soft Russian rain, but by some kind of German¹

synthetic fertilizer specially invented for such Sherrys. . . .

'His new methods of agricultural organization extended over the entire colony; the fields, the stables, the pigsties, the road to and from the town, even to the dining-rooms and my office. His decisions were not always accepted by the children without protest, but he would always listen to their practical suggestions with the utmost politeness, argue for a while with them in the briefest possible terms, and finally say:

' "Do it exactly as I tell you."

'The colonists regarded him with amazement. . . . Their wonder was expressed by their silent acceptance of his authority and by endless debates about his words, his ways, his apparent lack of ordinary human emotions and his remarkable knowledge.

'I was not surprised at this. I already knew that children were not invariably influenced by the purely intellectual conviction that their esteem should be kept for those who showed them affection and kindness. I had long been convinced that the greatest degree of affection and respect on the part of children, especially the sort of children we had in the colony, was shown towards another type of person altogether. What are called high qualifications, confident and precise knowledge, understanding, skill, deftness, spareness of words and complete abstention from pi-jaw, and a continual readiness for work—these are the qualities which attract children in the highest degree.

'You can be as dry as you like with them, severe to the point of captiousness, you can give the impression of being completely indifferent to their sympathy, you can ignore them even if they are under your very nose; but if your work is good, your knowledge ready and accessible, you can set your mind at rest; they are all for you, and will never let you down. It does not matter how your skill may show itself, it does not matter in the least what you are, whether joiner, agriculturalist, blacksmith, teacher, or lorry-driver.

'On the other hand, however kind you may be, however much you may like to chat with them, however sympathetic you may be either in work or play; if all your work results in failure or disaster,

if every step you take shows that you do not know your own business, if everything you do turns out to be rubbish or "junk", you will never get anything out of them except contempt, sometimes ironical and condescending, sometimes angry and resentful, sometimes capricious and importunate.'

To sum the matter up in as few words as possible, in this question of the authority of the teacher over the pupil, Makarenko felt that the true relation between them rested on two main factors: the teacher's appreciation of the child's individuality, and the child's recognition, often a very precise recognition, of the teacher's ability and 'know-how'. In the extreme case, when the teacher or parent has no sense whatever of the child's personality, he is either pampered or repressed, or in other words, treated as a god or as a slave. The average normal child is neither, he is just another human being, and although his experience may be a good deal narrower, his instincts are perhaps all the keener for that. It is only when the teacher knows his own business, and is therefore certain of the child's respect and confidence, and in consequence honours the child's personality by demanding the utmost from him, that he can adopt this attitude of 'exacting affection', thus taking the mean path between the extremes of indulgence and repression.

It will be seen from this that Makarenko's conception of discipline from the point of view of the authority of the teacher or parent was not so much concerned with the question of keeping order as of making a positive contribution to the development of knowledge and character. Discipline was the end, not just the means of education. Its function was not to regulate behaviour, but to mobilize it for the accomplishment of social achievements. The view that discipline was merely a means to an end—in Russia this conception is usually traced to German influence—was, he felt, an oversimplification of the part it plays in the educational process. It was equally wrong, he felt, to believe that it was only necessary to prepare a sufficiently large number of 'activities' for the problem of discipline to solve itself. A child will attack almost any fresh task, no matter how difficult or laborious,

¹ The word 'German' is often used in Russian as we use the word 'Scot', in the sense of careful, cautious, methodical.

Biology with Cut-Out Models

INSIDE LIVING ANIMALS

by I. Sanderson, B.Sc., Ph.D.

Price 2/- net

While studying the illustrated text, which stresses Feeding, Breathing and Reproduction, the pupil can colour, cut out and build up seven full-page layer models —

HERRING, FROG, HEN, RABBIT, COW (pregnant), BULL, WOMAN—to show their chief internal organs.

32 pages, 6½ in. by 8½ in.

THE PILOT PRESS LIMITED
45 GREAT RUSSELL STREET, LONDON, W.C.1

with enthusiasm, but as soon as the novelty of the thing wears off, a point which most children soon reach, there has to be some more obvious purpose behind the activity to keep his attention. And this incentive must be supplied by the teacher. Children vary so much that the incentive must be different in almost every case, and this is where the teacher's capacity to 'orientate' himself, as Makarenko puts it, *i.e.*, to find the right method for each particular boy, will be fully extended. Some children, however, seem to resist almost any normal incentive. Makarenko says in one passage:

'A good deal of the attention paid to the training of character is wrongly directed, to my mind. It is usually concentrated on the unruly element. This, of course, is highly necessary, but it by no means exhausts the problem; the timid and modest, the gentle-Jesuses, the column dodgers, the wasters, the idlers and the dreamers usually evade its influence. Yet these characteristics are, in fact, as harmful as any.'

This is yet another example of Makarenko's 'sense of the mean'.

As Professor Medynski says in quoting this passage:

'... It is not the quiet, passive child, who is never seen or heard of in school, and never does anything notable or creative when he leaves, that is the ideal; but the active, resolute, well-disciplined member of the community, the true representative of the "young guard", keen, intelligent, and capable.'

All this makes enormous demands upon the teacher's power of 'orientation', and calls for the utmost tact and finesse of which he is capable. As a teacher himself, Makarenko showed these qualities in the highest possible degree. They enabled him to make a masterly use of military drill without arousing the suspicion of being a martinet, and to apply the most exacting standards to the children's work and behaviour and at the same time show a profound affection for them. He was always talking about a teacher's 'style':

'There is no style in the work of a teacher who, having no principles at all or being unable to bring those he has into practical application, oscillates violently from one extreme

to another, from the so-called "theory of free discipline" to a belief in rigorous authority, from severity to sickly-sweet pampering. Educational theory always ignores this matter of style and tone, yet this is perhaps one of the most essential and valuable aspects of communal education. In the creation of style the chief part is played by the accumulation of tradition.'

The qualities which Makarenko looked for in his own teachers, the 'real people' he had such difficulty in finding, are shown by his comments on them in his *Poem of Education*. We have already seen his estimate of Sherry, the agriculturalist, whose main attraction for Makarenko was his skill and knowledge. His description of another member of the staff at Trepke brings out another point, and is in some ways a piece of unconscious self-portrayal:

'I obtained Pavl Ivannitch Jhurbin from the local branch of the Union of Teachers in the capacity of chief assistant. He was a very well-educated man, kind and reserved in the English manner, a real Stoic and "gentleman"¹. He had one particular quality which attracted me; he had a gourmet's pure delight in human nature for its own sake; he would talk with the passion of a collector about the varying features of human character, the unpredictable quirks and flourishes of personality, the gallantry of heroism and the dark secrets of human weakness.'

When later at Kuriajh there was a considerable extension of club activities, Makarenko was able to get hold of the very man for the job:

'About this time Vassily Nicolayevitch Perski made his appearance in the colony—a most remarkable personality. He was a veritable Don Quixote, and at the same time revealed an extraordinary flair for the traditional crafts, literature, and the fine arts. His leanness of face and figure came straight out of the pages of Cervantes. He lived entirely for his fantasies and inventions, and I never had the heart to complain that his world was not inhabited by creatures of good and evil. But I strongly advise anyone who may be looking for someone to

¹ The word 'jgentleman' is used in the Russian

lead club activities to choose a Don Quixote like Perski. They know the value of every chip and shaving; make puppets out of cardboard and a few paints; get the lads to produce wall-newspapers forty yards long, and make model aeroplanes which can be recognized as bombers or reconnaissance aircraft. A Don Quixote like this can give you all the burning passion, all the talent and creative skill, that club activities need. I shall not attempt to describe all Perski's exploits, it is enough to say that he rejuvenated our evening classes, filled the colony with shavings and nails and the smell of glue, the whine of saws, the hum of propellers, and the murmur of his choral-speaking groups and pantomimes.'

It is curious that in speaking of these three men he should stress the German qualities of Sherry, Jhurbin's English reserve, and compare Perski to a Spaniard. But it is clear what he was after; outstanding ability in one direction or another and above all enthusiasm. Makarenko would have been in complete agreement with the dictum of Jacques Barzun in his brilliant book *We Who Teach*: 'It is extraordinary how many diverse kinds of men and women make desirable teachers. . . . You can take the halt, the lame, and the blind; men with speech defects or men who cannot be heard above a whisper; gross and repulsive men like my blessed mathematics teacher; men who are lazy and slow; who are bright and unstable . . . and join them to form an admirable as well as an induplicable faculty. This is possible because the students also display a variety of human traits and cannot all be reached and moved by the same spells.'

Makarenko was even prepared to tolerate a crank, as long as his particular obsession did not interfere with his value as a teacher. Late one autumn a young man who had been recommended to him as an art specialist joined the staff at Trepke. A few days later Makarenko heard on the colony grapevine that every morning he was in the habit of bathing in the river, which, of course, was at this time of the year beginning to freeze over. Nothing daunted by this, the young man bribed one of the farm servants to cut a hole in

COMING SOON

NEVER BEFORE in our history have affairs of local government been of such paramount importance in our everyday lives. For the guidance of those who are shortly to take their place as citizens among us, Pitman's are producing

GROUNDWORK for CITIZENSHIP

By FREDERICK R. KERSLEY

An up-to-date course of training in the elements of good citizenship, based on practical experience gained by the author in both urban and rural schools, and which has proved to be well within the scope and interest of average senior children. Teachers need no specialised knowledge of the subject, as this work has been designed as a handbook to guide individual study and research. After each of the eight studies into which the course is divided, is a set of helpful exercises, and these form an important feature of the book. About 3s.

We shall be pleased to deal with enquiries regarding the progress of this book. Write to SERVICE DEPT., SIR ISAAC PITMAN & SONS LTD., Pitman House, Parker Street, Kingsway, London, W.C.2.

PITMAN

the ice, and continued his morning dip. It was not surprising that for the next week or so he spent the best part of his time in bed with feverish colds, but as soon as he recovered he resumed his fantastic ordeal. When Makarenko remonstrated with him he replied that he had accepted the post because of the nearness of the river to the colony, and that there was nothing in the code of working conditions which stipulated that he should not swim if he wanted to do so; as for his illnesses, he had always been rather a weakling, and he wanted to harden his constitution. For him it was a case of kill or cure. Fortunately his bouts of bronchitis and pleurisy became shorter and less frequent, and in the intervals he was able to do some excellent work in the art club, the theatre, and the Komsomol. Another addition to the staff in the early days at Gorki was of an altogether different kidney. A fanatical Ukrainian nationalist, he spent most of his time teaching the children folk-songs—which most of them knew better than he did—and spouting Schevchenko's verse. Makarenko

stood it as long as he could, but eventually sent him packing.

Here again we see Makarenko's fundamentally realist attitude to human nature. Both teachers and pupils are individuals, and must be treated as such, with full allowances for nurture, environment, and personality. He was strongly opposed to any kind of pattern or machine-made ideal; the problems of each separate child must be approached in a creative spirit. His main argument in favour of his 'education in the community' was that only in such a community can the individual obtain full security and find and pursue his own bent.

Bearing all this in mind, it is hardly surprising that Makarenko was inclined to turn a rather lacklustre eye on a good deal of what passes for 'scientific' assessment of ability and intelligence. In the early days at Poltava he was asked to take charge of a couple of young female pupil teachers and give them the run of the institution for a while before they entered the training college. At their first interview one of these young ladies asked him whether he ran a

Pictorial Charts

Service

For 25/- a year this **SERVICE** will bring you each **MONTH** a set of charts in strip form (35" × 10") complete with lecture notes, reading list and questions.

1947 TITLES

JANUARY—*Transport*

APRIL—*The Co-operative Movement*

FEBRUARY—*Local Government*

MAY—*Nationalisation*

MARCH—*Atomic Energy*

JUNE—*History of Geography*

OR YOU MAY BACK-SUBSCRIBE FOR THE BALKANS, TRADE UNIONISM, THE PRESS, CZECHOSLOVAKIA, THE SHRINKING WORLD, PARLIAMENTARY GOVERNMENT, POPULATION, BRITAIN'S AGRICULTURE, THE WORLD'S FOOD. LARGE COLOURED WALL CHARTS AVAILABLE SEPARATELY.

Details from—

Pictorial Charts

3 HARRINGTON ROAD
SOUTH KENSINGTON, S.W.7

'pedagogical clinic' (the Russian expression for a room set apart for psychological study of the children). Makarenko was afraid he did not.

"Then how can you study personality?"

"Study personality?" I asked, as seriously as I could.

"Yes, the personality of your children."

"What do you want to study that for?"

"What for? But how do you do your work? How can you work on them, if you know nothing about them? What are your pupils' dominant features?"

The other girl interrupted her friend: "If they don't study the personality of the children here, then it is superfluous to talk about dominant features," she suggested.

"Why not?" I said seriously. "I could tell you one or two things about dominant features. They have very much the same as you have...."

"But how can you know anything about us?"

"Well, here you are sitting down opposite me and talking."

"But...."

"Yes, I can see right through

you. You sit here like pieces of glass, and I can tell you everything that goes on inside you."

On one occasion a visitor to the Dzerzhinski commune expressed her admiration of the work done there, but asked in some surprise: 'But why is there no psychologist here?' Makarenko replied shortly: 'We don't allow organ grinders and jugglers in the commune.' No doubt he relied very much on insight and intuition, but he is surely correct in assuming that any teacher worth his salt, studying his children day by day in their work, their play, their behaviour at table and in the dormitory, should be able to assess the child's character and capabilities at least as well as most aptitude tests. Recent work on this subject, summarized in *The Social Psychology of Education* by Doctor Fleming, seems to support this view. In any case, the point that Makarenko was continually stressing was the infinite variety of personality, and the almost unlimited potentialities of human nature.

All this may seem very strange to us, accustomed as we are to

think of the socialist or Communist state as an ant-heap of soulless robots, all alike in their blind obedience to authority and in the violent extremism of their political views. Yet when we reflect upon it, the very essence of the Marxian dialectic is its search for the mean, the reconciliation of opposites, not by a confused blurring of qualities, but by full recognition of their true value and relevance to the whole.

Makarenko summed it up in the final passages of the lecture to parents quoted above:

'I have told you to-night that I consider this to be the most important aim in our educational work, the "sense of the mean", both in affection and in severity, in tenderness and harshness, and even in our process of law and in our games, our attitude to property and household affairs. That is the main principle on which I take my stand.

'I emphasize yet again that only according to that principle is it possible to educate human beings, capable of great endurance, and capable too of high endeavour, because only in this way can we truly develop the will.'

Impressions of the International Educational Conference in Australia

K. G. Saiyidain

Educational Adviser to Rampur State,
Member of the Indian delegation to UNESCO

I HAD the pleasure of attending the International Educational Conference in Australia in September and October last, at the joint invitation of the International Headquarters and the Federal Council of the New Education Fellowship (Australian Section). The central theme of the Conference, as readers of *The New Era* are aware, was Education for International Understanding. As many of them may have observed however, it passed almost unnoticed in the world Press except, of course, that Australian papers gave it adequate and welcome publicity. In this age of perverted values, cultural movements seldom find their adequate place in the press, unless they happen to have the publicity-value of being associated with the names of persons who are already 'news'. We, however, who are associated with New Education, are firmly convinced that the arts of peace and the riches that belong to the world of the mind—science, art, culture, education—are more important than all the impressive paraphernalia of war, including its latest glory, the atom bomb.

In a world dominated by power politics and obsessed by war, any movement which tries honestly to 'strengthen the defences of peace' deserves the fullest support. A lasting and creative peace means mental and emotional peace, the cultivation of which is evidently an *educational* problem and which can be brought about only if various imperative conditions have been secured. This Conference was mainly preoccupied with an examination of some of these conditions and a consideration of the ways and means which education can adopt to strengthen the peace mentality in children and adults.

THE Conferences which were held in the capitals of six states—Brisbane, Sydney, Melbourne, Hobart, Adelaide and Perth—were addressed by fifteen delegates from nine different nations—China, Czechoslovakia, France, Great Britain, Holland, India, New Zealand, Poland and U.S.A. The Conferences were held for five or

six days in each capital and attracted large and enthusiastic audiences, indeed I was always a little surprised at their good humoured patience!

Different speakers discussed topics in which they were particularly interested or which they were specially qualified by their life-long experience and work to elucidate. But the central connecting thread which united them into a more or less coherent pattern was a search for the principles underlying international good fellowship. Perhaps I might do well to introduce to you briefly some of the delegates and indicate, in passing, their special contribution and point of view, so as to give you some idea of the scope of the Conference and the delegates participating in it.

The British delegation was the largest and it was ably led by Dr. Lauwerys. He, being a scientist, surveyed the problems of education from that angle and stressed the fact that as the world had technologically become a unit, education must be shaped accordingly. Mr. S. H. Wood impressed all his colleagues and the Conference generally as a man of deep religious and spiritual fervour—not religion that sets apart and invests people with an odour of sanctity, but religion that binds them together because it believes that there is some spark of goodness in every individual which can and must be fanned into flame. His work in connection with the G.E.R. (German Educational Reconstruction), which he described at some of the Conferences, was greatly appreciated. Dr. Macalister Brew brought all her scintillating wit and her deep practical knowledge of the psychology and needs of youth to her lectures and became very popular with her audiences. As one observer remarked, with pardonable exaggeration, she was followed everywhere like a film star. In Kees Boeke, Holland sent one of her remarkable sons—though he is genuinely a humanist and a citizen of the world that one hesitates in relegating him to any particular country. He is a man of high ideals and integrity and has had the honour of suffering for his convic-

tions. His main thesis was that there can be no peace or security in the world unless men and women are prepared to give up the exclusive *privileges* that they enjoy and jealously guard. Privilege, in this sense, includes all that sets men apart from one another. Like money, it is the root of all evil but is a more general and comprehensive evil than money. Some people were apt to regard him as a 'denizen of the clouds', but that is not infrequently the lot of persons who have the inconvenient habit of stressing fundamental things in a downright manner.

FROM U.S.A. came Theodore Brameld, Vice-President of the American Education Fellowship. He has made a special study of race relations and he had the audacious frankness to admit and condemn the treatment meted out in America to the Negroes and other minorities. Such a breath of frankness is exceedingly refreshing; we could do with a lot of it in *all* countries! His partiality was for an educational philosophy which he described as 'reconstructionism'—the Americans are really wonderful at inventing impressive names!—which holds that we are in the midst of a revolutionary period with entirely new socio-political outlines and education must consciously dedicate itself to the shaping of a world which will provide 'the good life of security, decency and peace' for all the peoples of the world. Delegates from France (Mlle Chaton), Poland (Mlle Zebrowska) and Czechoslovakia (Professor Matousek) recounted the bitter lessons, learnt through practical and personal experience, of the Nazi menace to education and culture. But it was reassuring to find that they had assimilated the bitter lessons without becoming personally embittered. China sent Dr. Ai, a psychologist with the appearance of an elder statesman, and New Zealand the genial and (from the literary point of view) refreshingly high-browed W. J. Scott, who had a much-needed grudge against cheap films and penny dreadfuls and all that

debases the taste of growing children. So you will notice that the only nondescript in this international galaxy was the writer of this article. I happened, however, to be specially interested in the problem of peace through education and discussed it from many angles, *e.g.* what is the *educational* approach to building the defences of peace in the hearts and minds of men and women? What are the objective conditions that must be satisfied if peace is to become a reality and the root causes of war are to be eliminated? How do the inevitable lessons of a one-world outlook and a co-operative, interdependent way of life, driven home by modern science and technique, find their full confirmation if we adopt the religious and ethical approach which is concerned with the infinite value of the human personality and with solicitously cherishing the spark of goodness that it believes to exist in every heart? I discussed the educational ideology of Islam from this point of view with special reference to the poetry and philosophy of the great Muslim poet and thinker of India, Iqbal, whose vision of man's destiny aroused very considerable interest not only in Conference circles but also amongst philosophers and intellectuals outside the Conference.

WE had also the opportunity of discussing at every Conference the proposed organization of UNESCO in a symposium which was addressed by Dr. Lauwerys (explaining the work being done by the Preparatory Commission and the various projects under scrutiny by the Secretariat) by myself (explaining the genesis and development of the scheme of UNESCO, its ideals and the conditions necessary for its success) and a third speaker, who varied from place to place, charged with the duty of expressing his criticism and evaluation. My impression at these symposia, which I placed before my colleagues at the Paris session of the UNESCO Conference, was that, while people were not greatly interested in or excited about schemes for the establishment of special institutes and agencies for the advancement of knowledge, they were genuinely interested in the idea of pressing into the service of peace all the tremendous resources of modern

education, science, culture and the media of mass communication and that they would welcome ardently UNESCO'S becoming a forum for voicing the verdict of the enlightened human conscience on the recurrent threat of war and its psychological and material causes.

I came away from these Conferences with the idea that the common man—and even more the common woman—passionately desires peace and, unless his feelings are deliberately and criminally embittered and his 'patriotism' is exploited, he will be prepared actively to assist in the maintenance of peace. But it is a big 'IF'. Peace can prevail only if all of us, who work in the field of the mind, whether through formal or informal educational agencies, pledge ourselves once for all to refuse to lend our support to anything that makes for aggression, exploitation, nationalistic exclusiveness, intellectual ill-will and that leads ultimately to war.

THERE is one point about these Conferences which were, on the whole, well organized and held in a very cordial and pleasant atmosphere—to which I might refer for the sake of better work being done in future. They tended to become a 'lecturing tour' conducted by a visiting international team in which there was far too much talking and far too little 'conferring'. We talked from morning till late at night at

the various sections and sessions of the Conference and if, by oversight, any delegate had some free time he was usually annexed by the radio for a broadcast or by some club or association to speak to its members. All this, of course, was very pleasant and mildly flattering to our vanity and we are really grateful to our hosts for 'making so much of us'. But public speaking does *not* constitute a Conference, which implies *an exchange and sharing of ideas*, a discussion of different points of view in comparatively small groups, the enlightening play of friendly criticism on views advanced, the thrust and counter-thrust of argument and the gathering up of the loose ends of thought into a coherent and effective point of view. I think, in future, this *discussion* aspect should receive more emphasis, and while the mornings, say, may be devoted to general speeches and meetings, the afternoons should be given to group discussions in which visiting delegates as well as local teachers, educationists and others keenly interested in the particular sets of problems under review, may have the chance to participate. We shall then be able both to enrich our own minds and to make our contribution more effective.

IN conclusion it remains for me only to thank our Australian friends, colleagues and hosts for their extremely warm and cordial hospitality—an expression of gratitude in which I can speak confidently for all my fellow delegates. It is also a pleasure to express special appreciation of Rupert J. Best, the efficient, energetic and pleasant Secretary of the Conference (who is also the Federal Secretary of the Australian N.E.F.) for doing a very fine job of work. He is a veritable find for the N.E.F. and we hope he will keep alive his enthusiastic interest in its success.

Postscript

IT is too early to write a serious evaluation of the Australian International Conference. Nor is there room here to try to describe my journey to the beautiful islands of New Zealand and my stay among the delightful people who live there. But, equally, this number of

The Wellwood Heritage

By A. PERCIVAL NEEDLER,

6/- net, or post free 6/6.

This new contribution to literature, with the history of England as a background, has for its chief characters a fictitious family of Anglo-Saxon origin named the Wellwoods, whose story is traced from their landing on these island shores right up to the present time.

The book contains fourteen lengthy tales, each complete in itself and dealing in sequence with its own particular period, thus contributing to the progressive story of the family as a whole.

Its intrinsic value as a narrative and its accuracy of detail in relation to historical background should make a wide appeal.

Obtainable through all Booksellers.

A. BROWN & SONS, LTD.
32 Brooke Street, London, E.C.1

The New Era must not go out without a short account of the Australia tour, to which I should like to add a postscript. What a people, what a country, what a climate!

For all of us on the Oversea Delegation, the whole Conference will be quite unforgettable. First, the journey itself. Miss M. A. Payne and I were hurled across half the world in 2½ days—it was not travelling but translocation and we never did get used to the change in situation or season. S. H. Wood went in more dignified and leisurely style by flying boat. Even that is astonishing. One climate, one season, one great river, one culture a day. Late summer, tropical summer, late spring, early spring. The Nile, the Euphrates, the Hindus, the Ganges, the Irrawaddy. Muslim, Hindu, Burmese, Chinese. Brameld came from the U.S.A. by plane across the Pacific, and Scott across the stormy Tasman from New Zealand. The rest had just as unforgettable a time in the overcrowded and uncomfortable *Dominion Monarch*, at close quarters with brides and babies.

As soon as we reached Australia things seemed to move at accelerated pace. Reporters, broadcasts, meetings, flashlight photographs, enormous meetings, receptions, banquets, speeches. (The number of speeches per square meal was very high.) What a time! Did we enjoy it all? Of course we did, enormously. Some of us because of and some in spite of the Conference. But, my word, *how* we enjoyed it and *how* we liked Australia and the Australians! A great country and a remarkable people. I am sure every member of the delegation is now trying to invent ways of going there once more and regretting bitterly the 12,000 miles distance.

Not least among the pleasures of the Conference was that of being a member of a remarkable team. For what started as a collection of idiosyncratic individuals quickly became a homogeneous team, a sort of orchestra in which each made his specific contribution. It was a joy to be privileged to act as 'leader'—though I can give assurance that very little 'leading' was needed: one acted chiefly as an inadequate mouthpiece.

It is wrong, however, to speak about the Delegation. Tribute is

due not to them but to the Australians. And first to the Organizing Committees in each of the States: in Brisbane, Sydney, Melbourne, Launceston-Hobart, Adelaide, Perth. I still do not understand how they managed to do all they did. How did they get so much and such active support from influential citizens? How did they mobilize the press and the radio so vigorously? How did they raise so much cash? Where did they find the halls? And what courage! Think of Melbourne, a branch which, last year, had fewer than 100 members and yet got 4,000 full members of Conference. Similarly in Adelaide with 2,000 Conference members. And in each of the other cities there were about 1,000. One began to understand how it was possible for so small a population to have done so much in so vast a Continent in so short a time; the reserves of energy, vitality, courage and organizing skill are clearly inexhaustible among that people. It seems invidious to mention names and yet I cannot forbear to pay tribute here to Rupert Best, the originator and instigator, the catalyst, a fount of enthusiasm, obstinacy, wit, goodwill, inspiration and intelligence.

What of the results? Well, at the very least the Fellowship has been immensely strengthened in numbers, in prestige, in understanding, in purposefulness. I say the 'Fellowship' and I mean to include in that term all its Sections

everywhere—for the strength and prosperity of one is that of all. The Australians have given us much and we must strive to rise to their level. Every one of us on the Delegation became convinced that every National Section would be wise to follow their example and to endeavour soon to organize a Conference on a theme cognate to that selected by the Australians. It is evident that 'Education and International Understanding' is a subject the importance of which is now well understood everywhere.

I cannot end without speaking about the audiences we met. None of us had ever met audiences more responsive, more optimistic, more cheerful, more vital. It was not easy for us to live up to them or to meet adequately the challenge they presented. We were all refreshed by our contact with them and we drew strength from them. The proof? Well, we travelled very fast and very far. We spoke incessantly—arguing with one another and addressing enormous meetings. We found it hard to get enough hours of sleep. And yet nearly every one of us has come back fresh and in magnificent health. Australia has been good for us, physically and especially spiritually. We have gained fresh courage by seeing a Continent at the beginning of things and by meeting magnificent optimists, afraid of nothing and stimulated by problems and difficulties.

P.P.S.—Don't let anyone imagine that only the delegates talked. My word, *how* the Australians talk: they can keep their end up with anyone.

P.P.P.S.—It has struck me that the health and freshness of the delegates on their return may have been somehow connected with the ample supplies of butter, meat, pineapples (yes, pineapples), oranges, bananas, and so forth. But I prefer my first explanation.

J. A. Lauwerys
Leader of the Delegation

[We hope to publish next month an account of the Australian Conference by its Secretary, Mr. Rupert J. Best, and also a Manifesto addressed by the Conference to UNESCO.—Ed.]

SCIENTIFIC BOOKS

Please state interests when writing

SCIENTIFIC LENDING LIBRARY

Annual Subscription from One Guinea

Prospectus on application

H. K. LEWIS & Co. Ltd.
136 GOWER STREET,
LONDON, W.C.1

Telephone: EUston 4282 (5 lines)

Book Reviews

The Psycho Analytical Treatment of Children. Anna Freud. (Imago. 10/6.)

This book comprises a course of four lectures given in 1926 at the Vienna Institute of Psycho-Analysis, and published in 1927 under the title *Introduction to the Technique of the Psycho-Analysis of Children*; a paper on the 'Theory of Child Analysis', published in 1929, in *J. Ps. A.*, X, and a paper on 'Indications for Child Analysis', published in *The Psycho-Analytic Study of the Child* (1945). This last paper has already been noticed in this journal (*New Era*, July-August, 1946).

It is regrettable that the excellent exposition of a technique of child analysis contained in the first two parts of the book should only now, nearly twenty years after its first publication, be available for readers in England. An English version of Part I was published in America in 1929, but has been unobtainable in this country for many years. Anna Freud, in her preface, discusses the reasons why the *Introduction to Child Analysis* was rejected when offered for publication to the International Psycho-Analytical Library.

This book, in its clearness of conception and diction is indispensable for the practising child analyst. But it also gives the professional public outside the field of psycho-analysis, foremost the educator, an excellent insight into the driving forces of the child's mind and the relationship between treatment and education. It is rare to find so much wisdom concentrated in so short an exposition, and since a review can not do justice to the contents of this classic of Psycho-Analytical literature, readers may be content with a brief abstract.

PART I—AN INTRODUCTION TO THE TECHNIQUE OF CHILD ANALYSIS

1. *An Introductory Phase.* The author discusses the difference in the attitude of child and adult when coming for treatment. In many cases the child does not suffer, and the decision to seek help comes from the parent. The child has no insight into the illness and therefore no will towards a cure. With the aid of six different cases, the author discusses how she succeeded in awakening this insight in the child and thereby gained his conscious co-operation. In some children, foremost those who are unhappy, this phase may be very short and the child may realize almost immediately that the analyst can help him. In other cases it is necessary to convince the child of this by a shorter or longer period of preparation, during which the analyst may have to take sides with the child

against the parents, or may have to make himself useful to the child so as to impress him as a powerful person. Once insight into the undesirability of the illness is gained and the weakness of his own powers to combat it is recognized by the child, one can count on his conscious co-operation, and the process of analysis proper can start. In her introduction, Anna Freud points out that in contrast to the time when she first treated children, nowadays the introductory phase can be shortened by the understanding and interpretation of the child's mechanisms of defence, first described in her book *The Ego and its Mechanisms of Defense*.

2. *The Methods of Children's Analysis.* In the technique of analysis of adults, the analyst has at his disposal the complete conscious history; he can use dream interpretation, the free association of the patient and the interpretations of transference reactions. These assets do not apply unchanged to child-analysis.

The case history has to be taken from the parent with all the inaccuracies and misinterpretations which will occur for personal reasons.

Dream interpretations can be applied unchanged, and in children are often even possible when associations fail to appear. This is illustrated by examples. Interpretations of day-dreams are of equal importance, and interesting examples are given of how children express their desires in a very open form in these phantasies when they are still unable to admit them to their analyst and to themselves. Besides the use of dreams and day-dreams, drawing takes over the place of verbal communications.

But the child refuses to associate. On occasions *free associations* may occur for a short period and they may then be of great value, but they do not take the place which they do in the analysis of an adult. This defect has apparently been overcome by Mrs. Klein who equates the child's play activities with the free association of adult patients.

Mrs. Klein's play technique has great value for observation of small children. But it is doubtful whether it can be equated to the adult's free association, first because the small child (under 5) is not in the analyst's room with the same purpose in mind as the adult who brings his associations in order to be analysed, and then because the transference situation is very different in adults and in children. In children as contrasted with adults the really fruitful work can only take place with a *positive* attachment and negative impulses against the analyst, though revealing, are disturbing and have to be dealt with as soon as possible. The analyst

becomes the object of the child's friendly and hostile impulses as is the case with the adult, but he does not form a *transference neurosis*. The child's original objects are still present as love objects and there is no necessity for the child to exchange this real relationship for a relationship to the analyst. If therefore the child shows hostile tendencies against the analyst, these cannot always be interpreted (as Mrs. Klein maintains) as hostile impulses against the mother: quite to the contrary: a good relationship to the mother will often make the child hostile against an intruder. Despite the child's varied reactions against the analyst, he still continues to display his abnormal reactions in the home circle. Therefore the behaviour at home has to be included in the analytical situation.

3. *The Analysis of Children and their Upbringing.* In this lecture the author discusses the dependency of the child's super-ego on the real parent figures; a difference is thus created between the child patient and the adult whose conscience is independent of real objects in the external world. Impulses which emerge from the unconscious come therefore under the influence of the super-ego before being put into action, whilst the responsibility for these impulses in a child patient rests with the adults of his environment. The author mentions in the preface that these adults who take over the educational aspect of the work are to-day enlightened parents, teachers or social workers, whilst formerly, with an environment hostile to analysis, the analyst had to take over the rôle of educator as well.

The author further discusses in this chapter three advantages which child-analysis has over that of the adult: more far-reaching character changes can be achieved, the severity of the super-ego can be modified more completely and the environment can still be adjusted to the child's need.

PART II. THE THEORY OF CHILDREN'S ANALYSIS

Anna Freud discusses here with the aid of detailed examples the double task of the analyst as far as the childish super-ego is concerned: analytical in so far as it has to be dissolved, educational in as far as unsuitable environmental influences have to be modified. Fears and other symptoms in children, indistinguishable in their outward appearance from those caused by feelings of guilt in the adult, can occasionally be removed by a change in the demands put upon the child by the parents; this is a proof of the difference in function of the child's super-ego,

which is still in the process of formation and dependent on the parents' attitude, and of the adult's, which is inaccessible to alteration by external measures.

Kate Friedlander

German Youth : Bond or Free
Howard Becker (Kegan Paul, Trench, Trubner 18/-).

Whether Germany will become a peaceful and democratic country depends largely on the solution of another question: will it be possible to transform morally and mentally perverted Nazi boys and girls into decent citizens of a democratic Germany? Now that a great deal of superficial literature on the subject which appeared towards the end of the war has deservedly passed into oblivion, it is unfortunately too easily forgotten that this is still one of the most crucial problems as regards war or peace in the post-war world.

Professor Becker's book, now published in this country, brings this important problem of German youth again well into the foreground of public discussion. He has certainly succeeded in recording a well-documented and an excitingly-written history of what is generally called the German Youth Movement. This is undoubtedly most valuable and provides good material for an analysis. But he does not make this analysis himself in a clearly defined and systematic form, in spite of many shrewd points of observation scattered throughout the volume. Hence, when it comes to the point of drawing conclusions and offering recommendations for the future in the final chapters, the lack of a more penetrating historical analysis prevents Professor Becker from being able to proceed to more clear-cut and constructive proposals.

This criticism is by no means meant to belittle a book which shews a clear grasp of the trends leading from the so-called German Youth Movement to the Hitler Youth, and understanding of the deliberate and scientifically-planned methods of the Nazis to pervert German youth for their ends of aggressive warfare.

Yet any closer study of the so-called German Youth Movement would have at once revealed the key-point of the whole problem: that there never was such a thing as THE German Youth Movement! What is usually lumped together in abstract generalizations under this term consists in reality of a bewildering and very diverse motley of 'youth movements'. Most of these were artificial growths in socially and politically unhealthy surroundings, which appeared at the turn of the century, and have very little relation to the really progressive trends amongst different social strata of German youth at various historical

stages. Such healthy trends were very marked at the time of the peasant revolution in the middle ages and of the abortive bourgeois revolution of 1848. But with the failure of the aspiration of the German middle class, its youth and that of the petty bourgeoisie turned either quite aggressively from progress to reaction or escaped from social reality and political responsibility altogether. It was left to the working class youth under the inspiring leadership of Karl Liebknecht to fight Prussian militarism and German reaction; but even its efforts were doomed to failure when the Weimar Republic disappointed them bitterly by turning into a sham democracy, covering the real power of expansionist German imperialism.

Thus it came about that, during the period between the two world wars, the progressive sections and groups of German youth were in reality disillusioned and disappointed youngsters who turned eagerly to the most 'radical' solutions of their deep-felt misery, but lacked all proper guidance because their elders were not better; they were split in an incredible number of sects, held together superficially either by extrovert customs and habits or by state-directed forms of organization. No wonder that they and the boys and girls under their influence became an easy prey to the Nazi youth leaders who knew what they wanted and how to get it.

If, therefore, Professor Becker suggests among other things some kind of revival of certain aspects of the so-called German Youth Movement (by some curious method of counter-perversion of the perversions of the Nazis), or the re-establishment of youth organizations by the Churches and political parties, or even the import of foreign youth organizations, and if in passing he misjudges the character of such products of the chaos left by the Nazis as the 'Edelweiss' groups, it is because he has failed to draw the fateful lessons of past German history, of which the errors and mistakes of organized German youth are only a part. Such lessons amount in the shortest possible form to this. Firstly, any revival of any aspects of the so-called German Youth Movement would again divert the best elements of German youth from their real task of helping in the democratic reconstruction of their country. Secondly, any attempts by the Churches, political parties or state organs to tie German boys and girls exclusively to their respective band wagons would again split the progressive sections. This would weaken their forces in the face of determined, though well-disguised efforts of German reaction to exploit the still prevailing poisonous effects of Nazi indoctrination. Thirdly, any re-creation of romantic myths and

ideologies would again befog the minds of young Germans and make them easy victims of newly arising adventurers and demagogues.

There exists at least one considerable section of organized German Youth which seems to have learned these lessons: *The Free German Youth*. Within a year of the beginnings of democratic rebirth in Germany, it can claim a membership of 300,000 in the Soviet Zone alone. The World Federation of Democratic Youth recognized its importance and its genuinely democratic character some time ago, by admitting one of its representatives as observer to its International Conferences. It is curious that the development of such a youth organization, the beginnings of which are to be found during the war, should have escaped the notice of Professor Becker. The Free German Youth is one of the best signs that German Youth can rid itself of all Nazi and militarist influences, provided it is given clear and resolute guidance. The remarkable thing about this Free German Youth is that it has succeeded in uniting German boys and girls of different classes and various shades of political and religious opinions in the single aim of participating actively and in a self-responsible manner in the democratic rebuilding of their country.

It is true that a similar development is still very much lacking in the Western zones, where cynicism and nihilism are still prevailing amongst the majority of German youth, and where the best elements are being confused by conflicting attempts of political parties and the Churches to recruit them for their particularist ends. The tragic ghost of Weimarian traditions is haunting Western Germany.

Yet in spite of this rather dismal picture, there are some good beginnings even in Western Germany of the Free German Youth Organization, and it is due to their influence that one of the last misguided attempts to revive the defunct German Youth Movement has come to nothing. This happened at the old historical meeting place, the Hohe Meissner, near Kassel, when Professor Noack and an old veteran, Knut Ahlborn, revealed their intention to revive the traditions and ideals of the youth movement of 1913. They received the proper answer from the assembled youth delegates of about a dozen different youth groups: 'We are not living in the year 1913 but 1946.' They passed a resolution, in which they pledged themselves to create a united youth organization imbued with a democratic spirit, and based on the principle of political responsibility, in order to ensure that German youth takes an active part in the realization of the ideas of social justice and peace.

These are hopeful signs, but it should be well remembered that the effects of the barbarian behaviour of wide sections of the German youth in Hitler's army cannot be wiped out over-night. The threat of renewed militarist and reactionary aspirations of German youth has not yet been fully banned, and it should be the continuous watchful concern of educationists and youth leaders in the democratic countries to assist in the elimination of Nazism and militarism in Germany and by that to encourage democratic German youth.

Professor Becker has at any rate done a great service by giving a sharp reminder of this task by his book.

Hans Siebert

1. **An Outline of English Painting.** R. H. Wilenski. (Faber and Faber, Ltd. 7/6.)
2. **The Faber Gallery :**
 - (a) *English Outdoor Paintings.* R. H. Wilenski. 6/-.
 - (b) *Royal Portraits.* R. H. Wilenski. 6/-.
 - (c) *Flemish Paintings.* Thomas Bodkin. 6/-.
 - (d) *Sienese Paintings.* Tancred Borenius. 6/-.
3. **The Gallery Books.** Percy Lund Humphries and Co., Ltd.
 - No. 13, *Daumier.* S. L. Faison, Jnr. 4/6.
 - No. 14, *Watteau.* Denys Sutton. 4/6.

During the war when most galleries were inaccessible it used to be the fashion among some critics to lavish all their superlatives upon English Painting and, deriving from this, a certain school still claims that our young painters are the best in the world. With the peace-time re-opening of the world's celebrated galleries both these propositions are seen at once to be untenable. Now Mr. Wilenski has never belonged to either of these camps, as a perusal of his books will shew. He has claimed first rank for but two or three out of the whole range of English painters—and with justice—for he is too sensitive a critic, too passionately interested in painting to be a mere nationalist. What is much more difficult, he knows how to communicate his enthusiasm. His outline is an excellent introduction to painting in England from the earliest times to our own day. One has the impression after reading his book that art in England is an activity quite isolated from the rest of society; and that painters in England are 'sports' with no recognized niche in English life. It may be that this is precisely the impression he wishes to convey, especially when one compares

this outline with his 'Modern French Painters' where every artist is seen, as it were, as a plum well embedded in the social pudding. Very wisely, Mr. Wilenski refrains from any comparisons between English and Continental schools, except to say that Holbein was a contemporary of Tintoretto and to leave it at that. It is, nevertheless, an odd fact that there have never been sufficient English painters to satisfy the steady demand there must have been for works of visual art all through the centuries in this country.

One has only to glance at the Faber Gallery Collection of *English Outdoor Paintings* (with an admirable introduction by Mr. Wilenski) to see why. For the pictures reproduced in it are such as only a very rich and successful businessman would buy. They are all quite 'safe', quite mediocre and eminently respectable. Here you will look in vain for any exuberance, any blaze of colour and light, any miraculous architecture. In Wilson Steer one sees the faintest echo of Monet and Sisley—but how dilute! Paul Nash has obviously looked at Cézanne.

Mr. Wilenski again writes an introduction to the Faber Gallery volume of *Royal Portraits*. Here again he is witty and informative. But how terribly he has been served by his block makers! The colour reproductions in all the Faber Gallery books seem expressly designed to set one's teeth on edge. Colour fringing is common, and most of the hues have been acidulated to a degree.

It is a relief to turn to the beautiful black and white reproductions from Daumier's 'Wagon de Troisième Classe'

in Messrs. Lund Humphries' volume. The detail-plates especially enable one to analyse Daumier's manner of painting which is quite different from what one would expect. Starting off with a bold and definite outline of his forms he seems to lay on layer after layer of thin paint upon this, altering here, adding on there as he goes along, but never losing the freshness of the original sketch. Nothing, in less expert hands, is more fatal to spontaneity and vividness than painting over and over on the same canvas. Colours become degraded, forms become rigid and stale—but not so with Daumier, who contrives in the end to make his people completely alive.

The volume in the same series devoted to Watteau's 'Les Charmes de la Vie' contains the haziest and most indistinct reproductions I have seen in this series. In vain does Mr. Denys Sutton deploy his considerable literary skill in conjuring for us in words the atmosphere of the picture. It is barely recognizable!

Hugh Francis

Our Debt to the Classics—A Retrospect. Sir Frank Fletcher. (Oxford University Press. 8d. net.)

As we should expect, a great part of this speech is of interest chiefly to members of the Classical Association. Sir Frank Fletcher pays a tribute of gratitude and affection to former Presidents and recalls some of their individual contributions to the study of the Classics.

For the non-Classical reader the main interest of this speech probably lies in discovering what aspect of Classical studies is emphasized as having most value for us to-day. The President stresses that true Classical education 'brings the student into direct personal contact with the greatest minds of the past,' and that this contact is more than ever needed, and is more than ever relevant, since the conditions of to-day 'are akin to those in which the great Latin and Greek writers lived'. He takes as examples Virgil and Aeschylus, and says, 'To read the two poets is to be brought into direct contact with men who were born into a troubled and unstable world, yet never lost their vision of beauty or their faith in the potential greatness of the spirit of man.'

This persuasive speech may perhaps fairly be summed up in a remark quoted from a speech of Asquith's in 1922: 'I would far rather trust for better feelings among the more civilized races of mankind to the humanities than to a more extensive knowledge of the exact composition of the atom.'

D. H. Newman

*The World's
Greatest Bookshop*

FOYLES

★ ★ FOR BOOKS ★ ★

*New and secondhand
Books on every
subject.*

We BUY Books, too!

**119-125 CHARING CROSS RD
LONDON WC2**

GERRARD 5660 (16 lines)
Open 9-6 (inc Sat)

FRENSHAM HEIGHTS FARNHAM SURREY

Headmaster : PAUL ROBERTS, M.A.

Frensham Heights is a co-educational school containing at present 140 boarders and 45 day pupils equally divided as to sex and equally distributed in age from 7 to 18.

The school stands in a high position in 170 acres of ground and is exceptionally fortunate in its accommodation and equipment.

Fees : £180 per annum inclusive

About three scholarships are offered annually

For particulars apply Headmaster

BADMINTON SCHOOL

Westbury-on-Trym

:: BRISTOL. ::

Junior School 6 to 11 years
Senior School 12 to 19 years

The School is situated in large grounds and within easy reach of Bristol, so the older girls are able to enjoy many of the advantages provided by a University City. A high standard of scholarship is maintained and at the same time an interest in creative work is developed by the practical and theoretical study of Art and Music. There are weekly discussions on World Affairs and more intensive work on Social and International problems is done by means of voluntary Study Circles.

Apply to The Secretary.

DARTINGTON HALL TOTNES DEVON

Headmaster : W. B. CURRY, M.A., B.Sc.

A co-educational boarding school for boys and girls from 2-18 in the centre of a 2,000 acre estate engaged in the scientific development of rural industries. The school gives to Arts and Crafts, Dance, Drama and Music the special attention customary in progressive schools, and combines a modern outlook which is non-sectarian and international with a free and informal atmosphere. It aims to establish the high intellectual and academic standards of the best traditional schools, and the staff therefore includes a proportion of highly qualified scholars actively engaged in research as well as in teaching. With the help of an endowment fund it is planning and erecting up-to-date buildings and equipment.

Fees : £120-£160 per annum.

A limited number of scholarships are available, and further information about these may be obtained from the Headmaster.

ST. MARY'S TOWN & COUNTRY SCHOOL

TOWN DAY SCHOOL :
38 Eton Avenue, London, N.W.3

PRIMROSE 4306

COUNTRY BOARDING SCHOOL:
Stanford Park, near Rugby

Telephone : SWINFORD 50

150 acres of parkland with river and lake
SWIMMING, BOATING AND RIDING

Possibility of Interchange between the two schools, realistic approach to progressive education, special methods in Language and Arts, sound academic work. Co-ed. 5-18

Principals :

Henry Paul, M.A. & Elizabeth Paul, Ph.D.

MONKTON WYLD SCHOOL, nr. CHARMOUTH, DORSET

Principals : CARL AND ELEANOR URBAN.

Practical and cultural education for boys and girls (8-18). School life and curriculum planned to help children to develop into co-operative and constructive citizens. School farm ensures healthy diet. T.T. cows.

Fees : £135.

BEDALES SCHOOL

PETERSFIELD HANTS (Founded 1893)

A Co-educational Boarding School for boys and girls from 11½-18. Separate Junior School for those from 5-11. Inspected by the Ministry of Education. Country estate of 150 acres. Home Farm. Education is on modern lines and aims at securing the fullest individual development in, and through, the community. No vacancies can be offered at present.

Headmaster: **H. B. JACKS, M.A. (Oxon.)**

LEARNING TO LIVE

at the

MARY GREENYER SCHOOL

WYKEHURST PARK

BOLNEY, SUSSEX, ENGLAND.

A Co-educational Progressive Preparatory School with a new outlook and original methods conducted in a stately mansion in a lovely 175 acre park, 40 miles from London. Swimming and Boating Lake. Theatre. Boarders and a few Daily Boarders. Open throughout the year. Children are educated as individuals, in an environment where reasonable freedom does not mean licence. Opening for younger children on September 29th, 1946. £120 and £180 per annum. Prospectus from The Secretary.

ST. CHRISTOPHER SCHOOL LETCHWORTH

is an educational community of some 375 boys, girls and adults. The five school houses provide living and teaching accommodation for children from 6 to 18. It is situated on the edge of the Garden City, amidst rural surroundings and beautiful gardens. There is now a considerable waiting list, and early application is desirable for possible vacancies in 1950.

Schools for boys and girls
from 3½ to 14 years

LITTLE FELCOURT

and

FELCOURT SCHOOLS,

EAST GRINSTEAD, SUSSEX,

are founded on the Montessori idea and aim to create the happy free atmosphere of a real home.

Particulars from the Principal

ELMTREES, GREAT MISSENDEN BUCKS.

Formerly Cudham Hall, nr. Sevenoaks and Paccombe House, nr. Sidmouth.

A happy community of adults, children and animals living together in an atmosphere of friendliness and trust; essential conditions for growth. All-round progressive education for boys and girls between 3 and 12 years. Music, Dancing and Drama specially encouraged.

ELMTREES is a spacious Period house standing in its own lovely grounds on the fringe of the Village of Great Missenden. The School is within 5 minutes walk of the station and 30 miles from London on the Met. Line to Baker St.

Principal - **Miss M. K. Wilson**

Tel. Great Missenden 407.

THE GARDEN SCHOOL

Wycombe Court, Lane End

Nr. High Wycombe

Boarding School for girls (4-18). Estate of 60 acres in the Chiltern Hills. Sound academic work, with consideration for individual needs. Large staff of graduates. Vegetarian and ordinary diet. Open-air swimming pool.

FEES: £130 to £175 per annum.

Principal: **Mrs. M. A. ORMROD, B.A.**

HURTWOOD SCHOOL

Peaslake

Nr. Guildford

Co-educational from 3 years.

Modern building equipped for children in beautiful and healthy surroundings. The school aims at a high standard of scholarship in addition to health and happiness.

It wishes to attain a constructively progressive outlook without reaction, and believes that this can be done where tolerance is based upon sound knowledge and understanding.

Full particulars from the Principal:

JANET JEWSON, M.A., N.F.U.

Wychwood School, Oxford

RECOGNIZED BY MINISTRY OF EDUCATION

Maximum of 80 girls (half day pupils) aged 10-18. Small classes, large graduate staff. Education in widest sense under unusually happy and free conditions. Exceptional health record. Elder girls when not entering universities can either specialize in Drawing, Design, Languages, Music, Handcraft, or take year's training at Wychlea (Domestic Science House). Playing fields, bathing pool.

Principal: **Miss MARGARET LEE, M.A., (Oxon.)**

Late University Tutor in English.

Vice-Principal: **Miss E. M. SNODGRASS, B.A. (Oxon.)**

ST. CATHERINE'S SCHOOL, Knole Park, Almondsbury, near Bristol.

Co-Educational Boarding. All Ages.

400 feet up, looking on to Channel and Welsh Mountains.
Food Reform Diet.

Open-air Swimming Pool. Music. Art.

35 guineas per term.

Ralph Cooper, M.A., and Joyce Cooper.

OAKLEA

BUCKHURST HILL, ESSEX.

Recognized by Ministry of Education.

Girls to 18. Centre for Oxford Examinations.

P.N.E.U. programmes followed.

Acting Principal: **MISS BEATRICE L. SEARL.**

THE BELTANE SCHOOL

Shaw Hill, Melksham, Wilts. Boys and girls from five to eighteen.
Good academic standards. Undisturbed district.



Wennington Hall School, Lancaster
now

WENNINGTON SCHOOL

removed to permanent site at
Ingmanthorpe Hall, Wetherby, Yorks.

Greatly improved amenities. Beautiful Georgian building,
Woodlands, filtered Swimming Pool, Playing Fields, large
Kitchen Garden. Separate Junior House.
Near Leeds, York and Harrogate.

Co-educational 8-17. Experienced graduate
teachers. Excellent health record.

Headmaster: **KENNETH C. BARNES, B.Sc.**

LONG DENE CHIDDINGSTONE, EDENBRIDGE, KENT

Directors:

J. C. GUINNESS, B.A., KARIS GUINNESS, R. G. H. JOB, B.Sc.

A group of a hundred children of
all ages and forty adults, creatively
concerned with education, agri-
culture and the arts.

PROSPECTUS FROM THE SECRETARY

SHERWOOD SCHOOL, EPSOM.

is a co-educational community which attempts
to carry into the practice of its economic,
political, and personal relationships the full
implications of the maxim 'from each according
to his ability, to each according to his need.'

Boarding (8-18), Day (3-18); usual subjects and
games; S.C. and H.S.C. Excellent centre for S.W.
London.

LAGGAN (formerly Hall Manor, Peebles)

**Will open for the
WINTER-SPRING TERM
JANUARY 14th, 1947**

Co-educational. Individual. International
Improved amenities permit increased enrolments

Write Secretary:

**LAGGAN HOUSE, BALLANTRAE,
SOUTH Ayrshire, SCOTLAND**

PINEWOOD, AMWELLBURY, HERTS.

Home school for boys and girls 4 to 14,
where diet, environment, psychology and teach-
ing methods maintain health and happiness.

Elizabeth Strachan.

Ware 52

'MOORLAND SCHOOL CLITHEROE, LANCS.

Co-educational 3-12 years. Tel. Clitheroe 3.

The children lead vital, constructive lives, doing work
of high standard in a happy natural atmosphere. Food
reform and meat diets. Nature cure methods.
Out-of-door activities.

Co-principals: Miss D. E. King, L.L.A., and Miss A. E. Crane.

BEVERLEY SCHOOL

WOLFELEE, NR. HAWICK.

Progressive Co-Education. Boys and Girls from
3 years old. Healthy happy environment.

Special attention given to diet.

Entire charge and holiday arrangements made when
necessary for children whose parents are abroad.

Telephone: Bonchester Bridge 2.

Edgewood, Greenwich, Connecticut.

A Boarding and Day School for Boys and
Girls from Kindergarten to College. Twenty-
acre campus, athletic field, skating, ski-ing,
tennis and all outdoor sports. Teachers'
Training Course. Illustrated Catalogue describes
activities and progressive aim.

E. E. LANGLEY, Principal 201 Rockridge.

MOIRA HOUSE SCHOOL EASTBOURNE. Telephone 210.

Recognized by the Ministry of Education.

Boarding School for Girls from 6 to 18

Principals: Miss GERTRUDE A. INGHAM.
Miss MONA SWANN.

Vice-Principal: Miss EDITH TIZZARD, B.A., Hons. Lond.

GREAT SARRATT HALL, SARRATT, HERTS.
Nursery and Preparatory Boarding School for
children from birth to 10 years. Parents and school
work in close co-operation. Group limited to twelve
children. Qualified resident and visiting teachers.
Principal: Gladys Raymond.

BUNCE COURT SCHOOL, Otterden, Faversham,
Kent. Co-educational, progressive, recognised M.
of E. Prep. for School Cert. Artistic and practical
activities. Healthy food from own garden. En-
quiries to: Anna Essinger, M.A., Principal.

THE COURT HOUSE, PAINSWICK,
GLOUCESTERSHIRE. Preparatory Boarding
and Day School, boys 4 to 9 years, girls 4 to 12 years.
The school aims to give a wide education on modern
lines. Agnes Hunt, N.F.U., Evelyn Walters, N.F.U.

SUBSCRIPTION FORM

THE NEW ERA, 1 PARK CRESCENT, LONDON, W.1

I enclose 8s. (or \$2) being subscription for One Year from.....

NAME

(Block letters. Please state whether Mr., Mrs., or Miss)

ADDRESS

Directory of Schools—continued

ST. CHRISTOPHER'S SCHOOL, Belsize Lane, Hampstead, N.W.3, has now re-opened (Boys and Girls). Head Mistress: Miss V. H. Wright. The Boarding School (Girls only) is still with Glendower School at Sydenham, Lewdon, Devon.

PINEHURST, Goudhurst. On the beautiful Kentish Weald. Progressive School. Co-educational 3-12 years. Sound education. Crafts. Riding. Food Reform Diet. Sun and Air Bathing. Excellent health record. Miss M. B. Reid, Principal.

THE FROEBEL SCHOOL, DATCHET, BUCKS. School of 40 children run on Activity Methods with support of Parents Group. Small group of weekly Boarders 5-6 years of age. Week-end escort to and from Waterloo, Miss Throndsen, N.F.U., Miss Underwood, N.F.U.

STANWAY SCHOOL, DORKING. Home and Day co-educational Preparatory School to 14 years. Nursery Class. Specially designed building on high ground.

Education as an atmosphere, a discipline, and a life.

HIGH MARCH, BEACONSFIELD, BUCKS. A Progressive Preparatory School for girls from 5 to 13. The school aims at giving a sound education with special emphasis on art, music, and creative activities. Miss F. H. Perkins and Miss E. B. Warr.

THE MOUNT SCHOOL, MILL HILL, N.W.7. Large qualified staff, small classes, centre for Oxford Higher and School certificate Examinations. 30 boarders, 90 day boarders, 5-18.—Mary Macgregor, B.A. (Lond.), Camb. Teachers' Diploma.

Directory of Training Centres

MATTHEWS-SURFLEET SCHOOL of Speaking and Writing. Lessons (correspondence also visit) 5/- each in public speaking and writing. Help also to young people, foreigners, stammerers. Public speaking classes 1/6. Dorothy Matthews, B.A., 32 Primrose Hill Road, London, N.W.3. PRImrose 5686.

THE CHARLOTTE MASON METHOD (P.N.E.U.).—For the education of children (ages 4½ to 18) at home or in schools (including overseas). Apply Director, Parents' Union School, Ambleside.

POSTS VACANT AND WANTED, etc.

INSTITUTE FOR THE SCIENTIFIC TREATMENT OF DELINQUENCY. 12 Lectures on 'Criminal Law and Administration,' by C. J. Collinge, B.A., as part of the University of London Extension Courses, will be held on Wednesday evenings at 6-30, beginning January 8th, 1947. Fee, £1. Full partics. from General Secretary, I.S.T.D., 8 Bourdon Street, Davies Street, W.1. (Mayfair 0632-3).

SLADNOR PARK SCHOOL, Maidencombe, Newton Abbot, Devon, now open for problem children. Prospectus from Tom and Alice Moon.

PRINTING (250 letter-heads and envelopes, £1 1s.), TYPEWRITING, DUPLICATING. Greeting Cards, Calendars, Catalogues, Periodicals. Freshfield, 15 Triangle, Clevedon, Somerset.

WANTED IN JANUARY—Froebel-trained Mistress, or Master, for co-ed. school, country, Sussex. Children 6-13. General Subjects. Also wanted, Domestic staff. Apply Box No. 322.

WANTED TO RENT—School in Home Counties for Easter Week, Half-term or Whitsun; School near sea for summer holidays. Good rent offered. Particulars, Box No. 323.

FOR SALE shortly, on marriage, well-established co-educational Day Preparatory School, London, W. 135 children; waiting list, bookings, 1948. M. of E. licence. Large freehold premises, central heating, garage. Suitable Froebel, P.N.E.U., etc. Box No. 324.

HOLIDAY STAFF. Wanted school cook and other domestic helpers for holiday periods to assist running house party young professional people. Box No. 325.

FOR SALE—Vono folding beds, 2' 3" × 6' 3" with box-edged mattresses and mackintosh sheets, nearly new. £5 each complete; up to 15 available. Box No. 326.

ABBOTSHOLME SCHOOL, DERBYSHIRE. Headmaster's Secretary wanted for Summer Term, 1947. Previous school experience preferred. Resident post. Salary according to qualifications. Apply to the Headmaster (postal address: Abbotsholme, near Rochester, Staffs.).

HOLIDAYS? Join a party of young professional and university people. Winter-sports, Spring and Summer holidays England and abroad; also independent holiday arrangements. Erna Low, 116 Gower Street, London, W.C.1. Euston 2368.

APPLICATIONS are invited from efficient short-hand-typists acquainted with office procedure and able to undertake routine administrative responsibilities of an interesting nature at a Child Guidance Clinic proposed to be opened by the West Sussex County Council in Worthing early in the New Year. Salary in accordance with National Joint Council Scale (General Division) according to age (e.g. age 28-£220 per annum plus bonus £48, superannuable). T. C. HAYWARD, County Hall, Chichester.

THE NEW ERA

IN HOME AND SCHOOL

KOORNONG SCHOOL¹—AUSTRALIA

JANET B. NIELD

IF the findings of the psychoanalysts are true, the personality of a child is formed in the first five years of its life. If this is so, how can one hope that education from six to eighteen can matter, except in teaching the child something which will fit him to earn his living? It seems true that a child is optimistic or fearful, over-quiet or active, over-anxious or self-assured, happy or unhappy in personality, according to how his parents helped him in the infancy period to solve his instinctual conflicts. The handling by the parents (together with or acting upon his native intelligence and the strength of his instinctual trends), determines how the personality will react to its future life. What function does the school have in influencing what seems like a pre-determined future?

After infancy-training, the school offers to the child an approved set of opportunities, for responses or activities, from which he can find those which are congenial to his temperament. At birth, the individual's potentialities were manifold. There were perhaps the limitations of native intelligence and the instinctual inheritance, but with infancy-training and the onset of different anxieties and tensions thus set up, the potentialities become limited. Anxieties limit the breadth and qualify the keenness of congenital responses.

To this narrowed pattern the

school then offers a group of approved activities. When schools offered merely the three R's as a school programme, some children could find them only hateful, boring and a cause of further tensions. They found no work which answered the needs of their temperament. Nowadays, all schools realize the need for a curriculum from which the child can find pleasure and useful development. Every school has, or desires to have, a wide curriculum and much equipment for handwork, painting, music, dancing, technical instruction, acting* or physical activity; consequently, school days are happier for children than they used to be.

Still, however, despite this widened choice of approved activities, schools limit the potentialities of the child's personality. The infancy period determines the specific patterns of anxiety and limits the opportunities of which the personality can avail itself. The school community, if it gives a sufficiently wide variety of interests, can offer the child successful school attainments and successful training for a career. However, this cannot be the whole purpose of education.

We take it that education also means, in its broadest sense, learning the conscious control of our instincts. Educators, teachers and parents, must first understand the force of our aggressiveness, our love and hate, and the irrational methods human beings adopt to cope with their chaotic instincts.

The purpose of a school community, we affirm, is to build up a group ideal which promotes the understanding and helps to make rational human behaviour. A school community usually does not do this—it most often uses unconscious and irrational methods, childish defence measures, to gain certain specific ideals. 'This is not done!' 'This is done!' is the same unreasoning method which the child itself has learned to use from its parents. By the time he goes to school the child has already taken into himself the attitudes of his parents, has formed a forbidding conscience and, by repressing the forbidden, has eased the tension of his conflicts.

The child's own will has had great difficulty in establishing itself because of the conflict of his instincts and parents' demands.

It is not the deficiencies of the curriculum in present schools which limit the potentialities of the human mind, or of human happiness; it is its irrational components. In a new and objective group situation the child's already anxious personality can be hardened into a rigid character if the school uses irrational forces; or can be modified, if attempts are made to strengthen the conscious rational forces (the ego) of the individual. The super-ego cannot be abolished but its rules can be questioned if

CONTENTS

	Page
KOORNONG SCHOOL—AUSTRALIA	
—Janet B. Nield.....	27
EDUCATIONAL PIONEERING IN CENTRALIZED SYSTEMS—J. A. Lauwerys.....	28
STUDENTS OF PRAGUE—1946— Stephen Peet.....	30
DRAWING AND CRAFTWORK IN NORWEGIAN SCHOOLS—Rolf Bull- Hansen	35
NOTES FROM HUNGARY—M. Hrabovszky and Margaret Revesz	37
THE YOUNG VIC.....	40
BOOK REVIEWS.....	41

¹ The broad picture of Koornong education can be found elsewhere in what we have written in explanation of educational principles and practice. This is a short outline of our fundamental difference from other schools and the reasons why we believe that self-government within a school community is essential to the rational development of the individuals within the school.

the conscious will is not stultified.

These ideas are not new, of course, and many educators, parents and teachers have understood and acted upon them. However, in Australia, schools do not generally accept this as the essential basis for a group ideal or a school ideal.

The usual school pattern is more or less as follows: at the end of the infancy period, at six, a child partly leaves the home environment, the environment from which he has taken into himself a kindly or a harsh conscience, and comes into a more objective school environment. Here, however, he is told what to do, he finds laws of behaviour ready-made, and actions condoned or condemned without explanation. His own irrational mechanisms by which he had learned to conform in behaviour are only strengthened. A young child is not commonly expected to understand reasons though he continually asks for them. The child's inner world is full of magic and unknown forces and being treated as an unreasoning automaton only further confuses him. The child can only realize that there is order and a rational basis for certain behaviour if a teacher understands the conflict and confusion of the instinctual pattern and by this understanding draws the child into discussions and explanations. For example, a bath is necessary not because an adult says so, or because

the doctor says so, or because 'I ought' to have one, or because being dirty is naughty, but because cleanliness is one way to achieve healthy functioning of the body. A child can understand such reasoning.

Young children, and older ones too, can be made to 'behave', that is conform to certain accepted standards, more easily than they can be encouraged to reason out a form of social behaviour. It is easier, at least for many children, to be dictated to in behaviour and mental development, or to enslave themselves for love of an adult or a community, than to learn to reason for themselves. The irrational weapon of doing as they are bid is their own defence mechanism against inner dangers and stresses. It is easier to repress inner urges than to learn to use the dynamic power of instincts in a creative way. Children can become quiet, neat, industrious in order to earn approval (through fear of loss of love) but find it more difficult to learn to discipline themselves to rational order and work.

A school-community must be a tolerant one. It should not achieve its aims through the child's identification with a new group of adults (loving as they may be) but through helping to make the community laws in a school, through the discussion of the behaviour and difficulties of members of the group. It is through the making of a society that the child learns to

understand others' motives and to strengthen its own rational will. Every group of children should be free to develop new *mores*, not to be completely dependent on its fathers' patterns, or on its own infantile unconscious dictates. If one falls short of one's own unconscious demands one has guilt to cope with, but in a tolerant group, by diffusion of identification, one can reach a more objective standard. Of course, in a school, there must also be individual guidance from adults who understand the emotional development of children.

To emphasize by repetition. No school should use authoritarian methods which by repression reinforce the irrational components of the child's personality. However, because of existing infancy-training and education, society does not accept easily a school, such as Koornong, which sets up a new group ideal. School communities and the wider community know that it is easier to dictate than to reason: it is easier to enforce standards than to allow them to develop from reasonable motives, it is easier to have a ready-made ideal than to build with every new group of children, or adults, a relatively new set of aims based only on the fundamental group ideal of understanding and interpreting conduct. To render human behaviour more reasonable, schools must use new methods and develop new group ideals.

Educational Pioneering in Centralized Systems

J. A. Lauwerys

THE limitless blue expanses of Australia, its red deserts, its strange vegetation offered to the early settlers a stimulating challenge. Its bracing sunshine, its warmth, its tingling dryness, together with the sparseness of population have helped to maintain a physical adventurousness and a touch of wildness which seem admirably right in a new land.

The achievements of the Australians are prodigious. One finds vast herds of cattle and numberless sheep, land cleared and cultivated, railways, roads, bridges and great cities. All this, and more, in less than a hundred years and the work of a population which, on the average, has numbered perhaps 3 or 4 millions—about the

population of Denmark spread over an area larger than Europe. Blessed by geography, rich in natural resources, one would hope to find among such courageous pioneers a parallel adventurousness in cultural and intellectual matters—originality of thought, insatiable curiosity, a restless and innovating spirit. Alas! Instead one finds an un-Australian timidity and far too much respect for the prestige of Europe. Undoubtedly, the old civilizations have given much to the new. Yet it is not by imitation that this debt will be repaid, but rather by bold innovation, by a blazing of new trails. In education, for example, it is not altogether wrong to say that Australia follows the safe orthodoxies of England with

a respectful time lag of some twenty years. Progressive education, in the sense in which that term is understood in Europe and in the United States, is almost nonexistent. Needless to say, the teachers on the whole are humane, intelligent, hard-working, devoted to their pupils. Many of them are trying new experiments in methods of presentation, are employing visual aids, working out project activities, and so on—just as in England. Yet, in spite of all this, I came across only one progressive school, that is, only one school where the *total* school environment was planned and set up in the light of modern psychology and pedagogy so as to provide optimum conditions for the whole-

some development of children. That was Koornong School, run by Clive and Janet Nield at Warrandyte, Victoria.

In a famous beauty spot on the banks of the Yarra River, surrounded by well-wooded hills in which kangaroos and wallabies are to be found, one comes across a cluster of wooden buildings. An ideal situation, a happy community, helpful parents, sympathetic teachers and helpers. And yet Koornong has been forced to close down after years of unremitting effort. It functioned for just as long as the private means of the Nields allowed it to—and then came the end. During that time it offered to Australian educators an example and a challenge. It was an embodiment of the New Education, a pilot project. It was successful in every way, except financially. And yet it could not go on. Why not?

The financial failure of Koornong focuses sharply an educational problem which deserves the careful attention of democratic educators everywhere. How can full-scale pioneering experiments be carried out if education is controlled almost exclusively by religious bodies or by public authority? The former tend, on the whole, to consider such as unnecessary and the latter, fearful of the accusation of unfairness, find it difficult to promote them even when they wish to. Evidently certain types of experiments can be carried out in the strictest centrally-administered systems. [For instance, experiments which are related to administrative problems, like intelligence testing or grading; experiments in curriculum or methods which do not involve major alterations in size of class, or time-table, or staff.] But suppose you wish to abolish all punishment and all competition; or suppose you wish to do away with the teaching of all ordinary subjects; or suppose you find it desirable to provide one teacher for, say, four pupils; or suppose you wish to hand-pick every member of the staff? What would parents, inspectors, councillors, directors of education, say?

In England, apart from the Church schools, we have had private schools of two kinds. Some were a part of the social mechanism by which the well-to-do defended and buttressed their privileges. The

others were the experimental schools in which an attempt was made to provide for young people an environment likely to foster the co-operative social virtues which a decaying bourgeois society rejected. These, too, since they were expensive to run and since they were not in receipt of public funds, were restricted chiefly to the middle and upper classes—a great pity and a factor which has much restricted their value and diminished their usefulness. Nevertheless, whatever their faults and their failings, these schools have taught us much. Indeed, we might almost say that we have learned from them most of what we know about 'education suited to democracy'.

Now that we are entering upon the stage of semi-socialist society many of these experimental schools will probably find it increasingly hard to carry on. The gradual disappearance of the liberal middle class and the sharpening incidence of income tax will of necessity affect them. What is to take their place? I repeat and emphasize: I have no doubt whatever that in ordinary schools many valuable experiments will be done and that we shall learn much from them. I feel convinced that there will be gradual improvements in our treatment of children. I believe that, occasionally, Education Authorities will give rope to forceful and enthusiastic Heads, especially if the latter have prestige and outside influence. Nevertheless, I am far from certain that it will prove possible to carry out experiments of a truly radical character, involving a total school environment.

One possible solution would be to attach experimental schools, pedagogical laboratories, to training colleges and departments of education. To do so would be altogether good and it would ensure the 'soundness' of the experiments tried. That, of course, would be the trouble. In well-established sciences, like physics or chemistry, the completely unorthodox researcher is almost certainly an ignorant and wrong-headed crank. But in education, so much the conservator of tradition and the servant of the social order, every innovating pioneer appears an unorthodox crank to his contemporaries. Would he find a congenial home in a university or college?

New!

THE WESTMINSTER HISTORICAL ATLAS TO THE BIBLE

*An entirely new production
incorporating all the
latest discoveries*

25s. net



¶ This new biblical atlas fills a long felt want. It contains 114 pages, each 11 in. × 15½ in., including 33 maps in full colour, two maps in black and white, and 77 photographs. ¶ The Indexes, filling eight large pages, contain the most complete tabulation of Biblical sites in any single atlas. The book is stoutly and handsomely bound. ¶ The Atlas is of importance to the most advanced specialist, but is also so designed as to serve any student of the Bible or of ancient history.

THE WESTMINSTER SMALLER BIBLE ATLAS. The most generally useful of the maps are being made available in a smaller size, 6¼ in. × 9½ in., with an Index, for class use, price 2s. 6d.

WALL MAPS. Six of the coloured maps from the Atlas are available as Wall Maps, size 30 in. × 23½ in., linen backed and metal bound at top and bottom. Price 10s. each, or the set of six £2 15s. These maps will also be obtainable in a larger size, 61 in. × 44 in. Details will be supplied to those interested.

Send for Order Form which gives full particulars



S.C.M. Press publishes many books of practical value to those engaged in religious education. A list of publications will gladly be sent on request.

S.C.M. PRESS

56 Bloomsbury Street, London, W.C.1

Students of Prague—1946

Stephen Peet

WRITING about places or people that one has 'looked at' with one object in view, namely, to interpret a carefully selected number of situations and scenes in forms of film, is difficult; for, when filming in Czechoslovakia (in unavoidable haste) one has ignored the abstract, overlooked the intellectual, and concentrated entirely upon the visibly obvious sides of life.

There were eleven passport 'controls' between Zurich and Prague. The train crosses three zones of Austria—through the magnificent scenery and sad ruins of Innsbruck and Salzburg, a long wait on the

bridge at Linz whilst sleepy Russians examined our transit visas, and up into Prague. It was July. The sun was shining. It was delightfully hot, and Prague was beautiful. Even one's numbed senses at the end of a long journey react to heat and beauty. At first sight there was nothing outwardly abnormal to be seen as the train drew into the city—except, perhaps, that the ruins which one has come to associate with the towns and cities of Europe were noticeably absent.

On the station we were met by a student who immediately swept us off by tram, we knew not where. Soon we were entering a large building alive with feverish activity.

Students were running up and down the stairs, and in and out of rooms. Twenty or thirty were crowded into two small rooms which are used as the offices of the Czech Committee of World Student Relief. We sat down on a vacant crate to get our breath back.

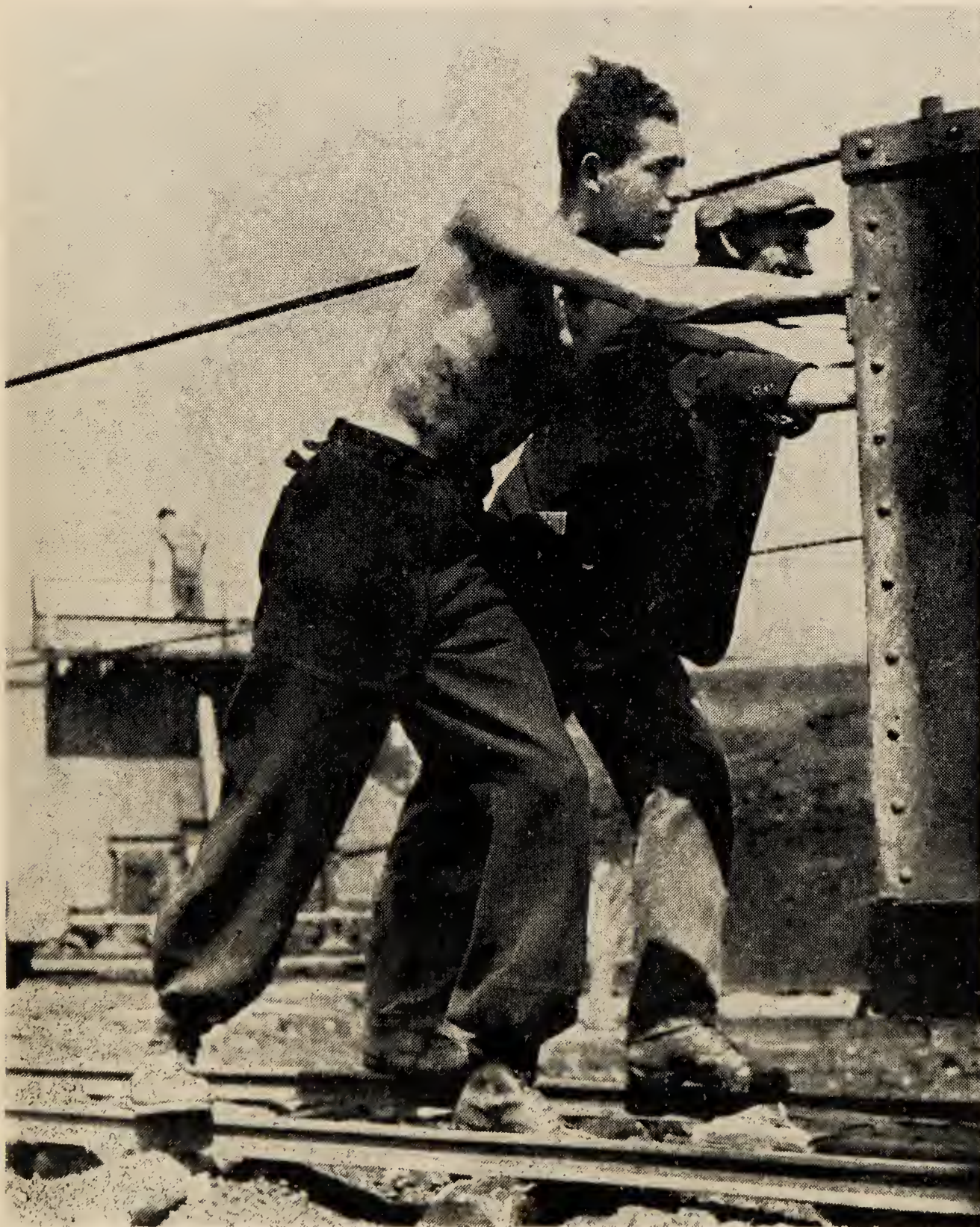
Two rather ill-looking boys came up. 'Please, you are English, yes? We are students, we have been in concentration camps, we have lost our parents, we have no money. Is it possible to go to England? We could work there, we could do anything—but just to learn the language and study if possible. Do you know what we can do . . . ?'

Before we can reply (what advice could we give them?), we are ushered into the next room. There in the corner is the secretary, whom we wish to see to discuss plans for making a film. He sits at his desk dictating to a girl who sits beside him typing; he dictates a sentence or two at a time; another student who has been typing away laboriously at a small table in the corner comes over with a pile of letters to be rubber-stamped and signed. The secretary, holding the 'phone in one hand, talking away, signs them. Soon we get a chance for a word with him, brief because he has to rush down to Brno on the afternoon train, return to Prague that night, and then set off to England for a conference.

This was our first contact with Czechoslovakia—right into the heart of a tremendous activity that was in danger of disorganizing itself by its very enthusiasm. It was just the antithesis of student life in Italy where lack of initiative and hope is leading to an appalling disillusionment and lethargy.

To understand Czech student life to-day one must know a little of its history during the last few years.

The last board of the Central Union of Czech Students was elected on a democratic basis in the spring of 1938. After Munich there was a regrouping of the political parties and a parallel change amongst the students, which led to the Board being replaced by a board of representatives which in its turn had to cease its activities



An architectural student working in a surface coal mine, Northern Bohemia.

In March, 1939, when the occupation army entered Prague.

When war broke out in September, the Czech resistance abroad came to be based on a legal footing, and many more students began crossing the frontiers on their way to the outside armies, and at the same time the activities of the illegal organizations at home were greatly increased.

And then :

NOTICE

Despite repeated warnings, a group of Czech intellectuals . . . has, for some time, been trying to disrupt peace and order in the Protectorate of Bohemia and Moravia. . . . The leaders concerned in these acts of resistance come particularly from the Czech Universities. On the 28th October and 15th November they were caught attacking solitary Germans and in consequence :

Czech Universities have been closed for a period of three years, nine of the culprits have been shot, and a large number of participants have been arrested.

The Reich Protector for
Bohemia and Moravia
FREIHERR VON NEURATH.
Prague. 17th November,
1939.

The universities remained closed for six years—until the end of the war. November 17th is now commemorated as International Students Day.

The whole nation suffered and will go on suffering for a long time because of the gap in the existence of the universities, which the German authorities appeared never to intend to reopen.

Here we were, then, in Prague, at the start of the summer vacation, to make a film of student life. A coal 'brigade' was leaving for the mines of Northern Bohemia. Off to the station we went. There two hundred students had assembled and were waiting to leave. A huge banner—'Coal is the foundation of the Republic'—hung from one coach. One is wary to-day of signs of a narrow nationalism, but somehow the Czechs' strong national feeling is healthy and constructive. As the train pulled out, one student

yelled, grinning, from the window—'Haven't they taken away your cameras : what about Mr. Churchill's "iron curtain" ?'

Two days later we were on our way to Southern Bohemia with a party composed of Danes, Norwegians, and Czechs who were going to a Students' International Holiday Camp organized by World Student Relief. It was strange hearing English spoken as the common language amongst a group of people none of whom spoke it as their native tongue.

This part of the country is studded with lakes and made an ideal spot for a holiday. Lazing in the bottom of a canoe in the rich sunlight one could forget everything (including filming). Camps of this sort (one of many organized by various organizations in Czechoslovakia last

summer) have been impossible for seven years. Even now they are only organized with the greatest difficulty—but the efforts put into overcoming these difficulties go to prove just how much they are needed. The Danes and Norwegians had made a five-day journey across Germany by bus, returning a few weeks later in an empty UNRRA supplies train. The war has left a strangling bureaucracy in its wake (one Czech student said that when applying to go to Denmark he had had to supply eight photographs and fill in twenty forms). With the present financial and employment restrictions, some system of exchange is the only possible way to enable students to visit each others' countries.

But an international camp is far more than just a holiday.



Helping with harvest : a Brno student working on a farm.



Students of the Faculty of Medicine, Brno, mimeographing textbooks in their spare time.

Endless, constructive argument, discussion and exchange of information took place, both in organized groups, lazing beside the lake or round the table after meals. Each was anxious to hear how the others had fared under the Occupation: an Occupation which varied so much from country to country. All the different aspects of student life and opportunity were compared. The future of their own countries, the fate of Germany, the apparent enigma of Russia, all were discussed. Many tales told, both grim and gay. Many firm friendships made.

Refreshed by two days in the sun and carefree camera work, we moved on by a rather lengthy route round to Brno, capital of Moravia.

Brno was a battlefield, badly scarred by the war—an industrial city and not beautiful like Prague. But the people were as optimistic and alive as elsewhere. Outside the Central Station a party of students was helping repair the roadway as their month's vacation labour. All the students last summer were asked to do a month's work in the mines, the forests, fields, or in some similar type of occupation. It depended on each student's political views as to how he interpreted this. For some it was 'voluntary', for some it was done in good spirit but with a feeling of moral obligation, while some remarked that if they failed to return the next term without a certificate saying that they had done their month's work, they might not be able to sit their exams.

But however they felt about it, they appeared to be working enthusiastically everywhere, for, along with everyone else in the country who has also been working hard since the end of the war, they could see, and can see, the result of their work. Rations are increasing, the trains are running faster, nearly everything is returning to a normality so long forgotten.

The National Union of Czech Students administers all the student messes, recreation centres, archives and libraries, sport and health service, and the hostels. In Brno, we visited one of the large hostels. Round at the back, in the courtyard, we came upon three scaffolds. They were a sudden shock to one's senses, these three ominous erections, standing there blackly in the sun. All the war this building had been used as a concentration and extermination camp. Twenty-nine Brno professors were executed during the war.

We had an interesting talk with a professor at Masaryk University there, a doctor who had been able to practise during the war. He spoke of the situation arising from the six years' gap in the universities. To meet the overcrowding three new universities were founded, with the hope that, after a few years, when the number of students will drop again, they can become specialized institutes with a very limited number of students. The fact that students in their thirties, often married and with families, were studying alongside those straight from school seemed to have

good results because of the steady influence it had upon the younger ones. The first two Ministers of Education have been ex-university professors, and have helped students in a great many ways. Now anyone eligible to enter the university must be accepted and, if necessary, receive a grant.

The professor went on to speak of the political life of the students, which, he said, is very intense. 'They fight, discuss, quarrel, but everything with just words and ink. For instance, the meetings of medical students last usually from 5 p.m. to 3 a.m. non-stop . . . To a foreigner, it perhaps appears as though a revolution is about to start. However, it does not. It is just the frankness of our speaking: and the people who curse each other in the press are usually very good friends in private life, respecting each others' ideas. Whenever I hear someone cursing our political life too heavily, I always ask, is there anyone in the family under arrest because of collaborating with the Germans? There is always somebody . . . Most of our students have socialistic ideas: being divided amongst Nationalist Socialists (something like your Labour Party), Social Democrats and Communists, and a Catholic Party. One of our professors once said to a foreign visitor, that we are all socialists—that the Communists are socialists by brain and heart, Nationalist Socialists are socialists because the nation is socialistic, Catholics because they fear hell, and Social Democrats because of reason.' (It is not necessary to add that the professor, Rector of Caroline University, is a Social Democrat.)

'Our Communists are a milder brand of general communism, working together with other parties and making more noise than injuries. They have among them our best writers and artists, and represent the most active part in our politics . . . But most of the nation, and the students, are in favour of nationalization of industry as a result of experience. For, immediately after the war, all the industries which were in the hands of the State worked well, but private ones failed . . . Our people distinguish very accurately between freedom and semi-freedom, because they have had practice during the Occupation. Therefore our students

are able to accept any good foreign ideas—if they are good. Except, that is, one idea—a humanitarian attitude towards the German nation.'

In a paradoxical kind of way, perhaps one of the greatest injuries the Occupation army did to the nation was the great hatred it has caused against itself.

From Brno, back to Prague. Travelling by chance with fifty Bulgarian students on the last lap of a five-day journey from Sofia: some to attend the World Student Congress, some to study and use the apparatus in the university during the vacation. University people have been on the move in Europe in their hundreds last summer—a healthy reaction after the virtual imprisonment in their own lands these last years. And Prague is rapidly becoming the cultural centre of Europe. A meeting place of East and West.

From Prague, we paid a visit to a forestry camp in the Giant Mountains up north, almost to the border of Poland. The only way to reach the camp was on foot, an honour's steady climb up a winding

path, which brought us to the top and to a large chalet, where sixty law students were living. We were up soon after five the next morning, and out with them as they marched in the dawn sunlight for an hour to the stretch of forest where they were working, singing as they went. Every evening after supper they arranged, by a show of hands, how long they would work the next day (usually seven and a half to eight hours). Each man or woman reckoned to cut, trim and stack one cubic metre of timber a day: and they were paid on this basis for the month that they worked there. They worked with the same enthusiasm and sense of urgency that we found everywhere. It is true, of course, that the shortage of labour that they were helping to alleviate has been caused mainly by the expulsion of so many Germans. But that is an enormously complex problem—and it is possible to condemn or to accept the way the Czechs have chosen to deal with it.

Two days later we were in Sudetenland again, this time further west in a coal mining area as dreary

as the mountains had been magnificent. We had travelled there with a train load of students. They worked in surface mines alongside the regular miners—men and women students engaged on various tasks suited to their physical abilities.

But there is more value behind these schemes of vacation work that increase production and help towards complete reconstruction. It is an essential part of education.

Czech students, almost without exception, are anxious to visit other countries, to see for themselves how others live, to find out what others think. It is to be hoped that wherever they go they may infect others with some of the enthusiasm and initiative of which some countries stand in so much need.

Last summer International Student Service sent Stephen Peet and Maurice Broomfield over to Europe to record by means of films and photographs, student life and student relief and rehabilitation projects. One of the countries they visited was Czechoslovakia, where they were 'caught up in a whirlpool of activity' from beginning to end of an all too brief visit of two and a half weeks. Three of Broomfield's pictures accompany this article. The film made by Peet is called 'Student of Prague, 1946'. Details of this, and the other two (silent, 16 mm.) films may be obtained from the Public Relations' Officer, International Student Service, 59 Gloucester Place, London, W.1.—ED.

THE ELECTORATE OF TOMORROW

The older boys and girls now in our schools will be faced with the problems of reconstruction, improved living conditions, Britain's future, world peace. These young people must be encouraged NOW to take an active interest in the government of their country and in world affairs. Let them read

GOVERNMENT BY THE PEOPLE

BY

M. E. BEGGS, B.A.

Lecturer of Goldsmith's College, University of London

AND

D. W. HUMPHREYS, M.A.

Senior History Master, Frome County School

Profusely illustrated and simply written—on the system of local and national government in Great Britain, indicating the citizen's duties. How to make the vital topic—civics—alive and interesting is one of the greatest problems in education. This little book makes a fresh experiment in solving that problem.

INTERMISSION—1919-1939

By the same authors

A graphic account of the years of ignorance, indifference and mistakes which led to the Catastrophe of September, 1939 !!

'As a simple introduction to the study of twenty crucial years it could hardly be better done.'—*Liverpool Daily Post*.

With numerous photo-illustrations and diagrams.

Size 5 by 7½ inches.

1/6 each.

From all Booksellers or from the Publishers

GEORGE PHILIP & SON, LTD.

32 FLEET STREET · LONDON, E.C.4

TEACHING SCIENCE IN SCHOOLS

JOHN BROWN, M.A., B.Sc.

This book advocates the broadening and humanizing of the science course to show the relation of Science to everyday life. Particularly for teachers in Elementary and Modern Schools and for the training college student.

Third Edition, 4/6 net

THE TEACHING OF BIOLOGY

MARY E. PHILLIPS, B.Sc., and LUCY E. COX, B.Sc., F.L.S.

This book gives the teacher a psychological foundation for his work. It is in three sections : Value and Aims of Biological Teaching ; General Method of Teaching ; Plans for all Ages.

5/- net

ONE TOUCH OF NATURE

Arranged by **F. W. TICKNER, D.Lit., D.Sc.**

This book meets the demand for good prose reading associated with Nature Study. The work of six eminent Nature lovers and observers has been selected, and the Editor has prepared a short attractive biography of each.

With plates and other illustrations.

Gift edition, 2/6

LATIN AND GREEK FOR BIOLOGISTS

THEODORE H. SAVORY, M.A., F.Z.S.

The intention of this book is to give Biology students an idea of the Latin and Greek languages sufficient to enable them to appreciate the precise meaning of the words in which science is expressed, to use them correctly and to spell them accurately.

Limp Cloth, 2/6 net

UNIVERSITY OF LONDON PRESS LTD.

LITTLE PAUL'S HOUSE

WARWICK SQUARE E.C.4

Drawing and Craftwork in Norwegian Schools

Rolf Bull-Hansen

The State Teachers' Training College for
Drawing and Sloid, Notodden, Norway

In the period between the two world wars there was a wealth of development in the Norwegian schools. The new educational currents became effective, especially within the elementary school. But in the higher school, too, there was an insistent call for freer working methods. We are able to trace progress very clearly in the so-called 'practical subjects', drawing and craftwork. In these spheres a radical change has been effected.

The development may be briefly outlined in this way. After finding a surer foundation to build upon through research into spontaneous drawing by children and the results of child psychology, a considerable readjustment of instruction in drawing has gradually taken place.

The 'naturalistic' trend in the teaching of drawing, which had its origin in the movement for art education that flourished at the turn of the century, had begun to degenerate into the copying of established models. In the high school the old abstract systems, with close-up and perspective drawing, persisted, and remain to this very day. But gradually the new view has claimed attention. In 1931, a group of progressive teachers from various kinds of schools founded a society, the *Norwegian Drawing and Handwork Teachers' Society*, and by arranging courses, lectures and exhibitions, and providing collections of books, they began energetically to alter the methods of instruction and to pave the way to a natural training of pupils; that is to say, a training based upon the spontaneous tendency to draw that is characteristic of children. Drawing became more an all-round, creative work, a more independent manipulation of various kinds of material, and it allowed for individual gifts. There was a greater appreciation of the fact that the child, through drawing, expresses and develops itself through various stages of form, each of which has its own value. A new aim in the teaching of drawing was to preserve the artistic values in children's drawing, its ecstatic and rhythmical power, its expressive tone and completeness. Suitable tasks were worked out with the pupils, tasks designed to lead them

to fuller development corresponding to their physical and mental growth. Instead of one-sided technical exercises and formal training, the child was enabled to work with problems that released genuine interest, allowed for personal initiative and personal evaluation, and yielded nourishment for his emotions and imagination. Technical experience was gained through the work itself.

The tasks were the fruit of school work and school life themselves. Sometimes they were of an objective character, expressive illustrations or explanative and descriptive drawings connected with various subjects. At times they might be free designs, expressive of something more personal, or decorative work treating some matter of topical interest, or designing, for actual use, dresses, scenes, book covers and posters.

In collaboration with the Society just before the outbreak of war, the school authorities worked out plans for instruction along these lines. These applied to both the elementary school, the high school, and the teachers' training college. It soon became obvious that this method of instruction made demands upon the teachers that were very different from those exacted by the methods formerly employed. It demanded psychological and artistic judgment and an independent planning of the instruction consistent with the milieu in which the work was to be done.

Consequently, in 1938, the State founded a high-school for the training of teachers in drawing and sloid at Notodden, *The State Teachers' Training College for Drawing and Sloid (Craftwork)*. With the teachers' or the university examinations as a basis, the teachers were able here to study psychological, educational and artistic problems and gain practical training in these subjects. In spite of great difficulties, the College continued to work until 1943, when the Nazis put a stop to it. After the liberation of the country in May, 1945, the work was resumed.

The courses at the College last a year, one line of studies being devoted to drawing and another to sloid; but the training is

arranged so that those teachers taking drawing get some sloid too, and those taking sloid, drawing—apart from technical professional drawing.

The theory is inculcated through lectures, pupils' lectures, exhibitions of art, utilitarian art and childrens' drawings, and also through work in the library. Children of different ages are taught at the College, which affords practice in giving instruction and provides a study of children and their drawing methods. Fifty pupils are admitted yearly. Several of the pupils that have so far been trained have recently obtained posts as lecturers in drawing and sloid at teachers' training colleges.

In sloid we have experienced during the past twenty years a development similar to that in drawing. From the eighties and nineties onward sloid was treated in Norwegian schools essentially on Swedish lines. It was *Otto Salomaon's* sloid system that was imitated, the so-called Nääs-sloid, named after the Sloid Training College which he founded, and which still carries on his work. Sloid took the form of a fixed system with a prescribed series of models for each school class from the fourth class upwards. Each model represented certain technical exercises arranged progressively. Much effort was made to secure suitable sloid halls with benches and tools necessary for the children. Many teachers worked comparatively freely, and allowed the pupils, outside of the fixed scheme, to work with things in which they were interested; but, taken as a whole, the sloid was dominated by the prescribed series of exercises. Consequently, it was little able to accommodate itself to the pupils' own initiative and independent work. It bore the impress of a kind of preparatory school for joinery, and pupils had little or no chance of using their own constructive and decorative gifts. Furthermore, the sloid was comparatively isolated, without any close connection with the other activities of the school. An exception was the so-called physics-sloid which, in later years, began to gain ground, and in the fourth class cardboard-sloid was taken up, but

NOW AVAILABLE

The Alexander Performance Scale

A battery of tests for assessing practical ability. Suitable for use with pupils between the ages of eight and eighteen—devised and standardized by

DR. W. P. ALEXANDER, Ed.B., M.A., B.Sc.

This Performance Scale is designed to give both teachers and pupils the full benefit of the New Education Act by enabling children to be rightly allocated to the different types of secondary education, i.e., to assess whether pupils are more suited to Secondary (Grammar), Secondary (Technical) or Secondary (Modern) Schools.

The Alexander Performance Scale is not an affair of pencil and paper : *it does not involve the use of words.* It detects types of ability that might remain undiscovered if only verbal tests were used.

The scale consists of the following tests :

THE PASSALONG

KOH'S BLOCK DESIGN

THE CUBE CONSTRUCTION

The material, which will last for very many years, includes all the necessary cards, a score sheet and a handbook of instructions. It is accessibly arranged in a well-constructed wooden case measuring 12" × 7 $\frac{3}{4}$ " × 3". Price £7. 7s. plus purchase tax £1 18s. 9 $\frac{1}{2}$ d.

Thomas Nelson & Sons Ltd.
Parkside Works - Edinburgh

this was just as lifeless as wood-sloid had been.

In the nineteen-twenties, *Professor Carl Malmsten*, the Swedish architect, started a new sloid movement which has exercised a great influence upon the development of sloid during recent years—both in Norway and Sweden. His attention was arrested by the attitude of mind expressed in the programme of the new school and, on his initiative, the Olof School in Stockholm was founded. Sloid was no longer to be an isolated subject, but an important part of the collective training. He built up his sloid system on a psychological foundation, on the natural desire of children to shape and make things according to personal desire—a constructive and decorative mode of activity according to gifts, ability and aptitude. The work was to be adjusted to the pupils' ability and interest, with freedom of choice and execution. Children were to be permitted to make useful things, corresponding to their age, such as playthings and articles for which they had use in their own lives.

Malmsten found a similarity

between the child's manner of making things and the old national sloid, the people's art. This found its genuine, original form because it evolved naturally from, and was a means of expression for, people who lived a simple and natural life in harmonious circumstances. Particularly now, in the disharmonious and disunited time in which we are living, it is of very great value if children and young people experience this joy of work and become absorbed in work that claims both physical and mental concentration. But for this very reason, uniformity and mechanical methods are of no use. Each child must find something for himself and work at it because of a vital interest and desire to use powers, will and thought in order to embody in some tangible form the idea he himself has chosen.

Sloid, then, must be stamped by the very milieu from which it springs. We are thereby freed from seeing disconsolate collections of exercise models and the work becomes as varied, fresh, original and as full of meaning as youth itself.

In its later stages, in the higher classes, sloid will approach what is

often called domestic industry and as a basis for learning a trade it will mean love for the labour of the hand, and the liberation of imagination and creative power. Through this work the problems of form and colour become a living reality to the pupils, as Malmsten puts it, their 'active sense of beauty' is exercised.

Here we find the realization of a modern version of Ruskin's ideas concerning the importance of practical work. Malmsten expressed his fundamental educational idea thus : 'Mankind does not reach full maturity by food and knowledge alone, but by getting opportunity to live and develop powers at the right age and in the right manner.'

The war greatly hampered the work. The schools had just to be kept going, often in miserable premises and lacking aids to the work. The new plans had to be laid aside. But now we are setting to work again. An enormous task lies ahead, and we approach it with hope and with the unshakeable faith that subjects such as drawing, sloid, music, and physical training, properly dealt with, have a great mission in work with children and young people.

NOTES FROM HUNGARY

A Hungarian Children's Village

BUDAPEST was liberated on 15th February, 1945. At that time more than 1,500 children who had lost their homes and families, and some nearly their lives during the German occupation, were being sheltered in various institutions. When the siege was lifted most of the children found homes with relatives who had survived, but there still remained 10 who had nowhere to go and no one to care for them. The Good Shepherd Missionary Foundation therefore took charge of them, with the object not only of sheltering them, but also of giving them sound education.

A home was founded which now contains 190 children who live in seven houses built in a thirty-acre park on the side of a hill on the outskirts of Budapest. The park is wooded, some of it is cultivated and there is also an orchard. Between 25 and 35 children live in each of six houses, the seventh being used as a hospital. The ages range from 2 to 17 years and the children are grouped accordingly in a nursery, an elementary, a lower and a secondary school. Any child without home or family is eligible, regardless of social background. Most of the children are orphans whose parents have been killed by enemy action, deported, held in concentration camps or as prisoners-of-war. Each one has reacted to his ordeal according to his age, the harmony of his previous upbringing and his inherited disposition.

There is a school for the children between the ages of 6 and 14; those over 14 go to school in the town.

Our methods are based essentially on the 'New Education', together with the findings of recent deep psychology and group psychology. The teaching aims at encouraging spontaneous interest and active co-operation; educating the instincts, the sub-conscious desires and ideals; establishing a deep consciousness and providing the basis for sound self-judgment in after-school life. In order to encourage the development of group-life, we plan excursions to see nature, culture, art. Every class has a log-book to which all members

of the class contribute. Practical tasks are given to different groups and competitions are arranged between groups, classes or houses.

The 'Gaudiopolis Junior State' has a broadly based autonomy. It has its own law-court which works along lines of reparation rather than of punishment. Girls and boys are educated together. Group feeling among the girls is very much less spontaneous than among the boys, but they are encouraged to acquire a social sense and to learn more active co-operation through creative work.

The ultimate aim of the Home is to form a centre around which the formation of the 'New Man' may crystallize. The 'New Man' is defined as profoundly cultured in his instincts; sympathetic, tolerant, responsible; feeling his work to be a vocation; realizing the essential difference between the sexes and able to make the necessary adjustments.

*M. Hrabovszky and
Margaret Revesz*

Other Educational Experiments

Franco-Hungarian Primary Schools

WITH the object of furthering cultural relations between Hungary and France, the Hungarian Ministry of National Education has decided to found four Franco-Hungarian Primary Schools. One of these schools has already been established since 1st September, 1946. Instruction is given in both languages.

Experimental School in Hungary based on the Decroly Method

Within the framework of the Institute of Psychology of the Municipality of Budapest, an experimental school was opened in the Hungarian capital in which the methods of Decroly and of the 'Family School' of Madame Nemes are jointly applied. The first experimental class is directed by Mlle Claire Szente, previously teacher at the 'Family School'.

Rural Education

Lack of transport is one of the main difficulties. A public collec-

tion, including gifts in kind, produced enough money to pay for the construction of a special car, made to the order of the Department of Pest. It is a light lorry, equipped with a radio and loud-speakers, film projection apparatus, book and film library; the back of the van provides space for puppet-shows for the children. This car will tour the remotest areas. Books will be delivered to isolated farms and special educational days will be organized. The programmes will be carefully devised to give agricultural workers a share in their country's cultural values.

After-school Educational Activities of the Ministry of Agriculture

One of the most urgent problems is the maintenance and increase of agricultural production.

The ministry is concerned to provide appropriate technical instruction for the people who have benefited from the recent agrarian reforms, by organizing public courses in agriculture for varying periods of time. 250 courses of this kind have been given throughout the country during last winter. The courses were adapted to local needs and dealt with such subjects as the cultivation of plants, gardening, cultivation of the vine and fruit trees, plant hygiene, milk production, cultivation of meadow land and pasture land. 150 domestic and home management courses for women have so far been held.

26 quarters of an hour have been devoted to this teaching on the 'country radio' and 'school radio' programmes. The ministry has also arranged for various districts to be equipped with a radio and loud speakers and a collection of works on economics and agriculture. 4,000 collections of this kind have been distributed so far.

After-school Education of the Ministry of Industrial Production

After the terrible ravages of war, industry needs complete reconstruction. The training of industrial workers for this purpose is of the greatest national importance. The department of National Direction of Technical Courses is faced with

the fact that model factories and their installations have been almost completely (80 per cent.) destroyed; there are few instructors and very little fuel.

In addition to the re-education of specialist workers for the innumerable tasks of reconstruction, technical courses are also required for the war wounded.

Between 1st August, 1945, and 31st March, 1946, 120 technical courses were held in various industrial centres, with 3,627 participants. Until model factories are re-established the courses are held in buildings lent by the various industries.

The State Institute for Child Psychology

THE Institute was founded in 1902. Its first Director was Dr. Paul Ranschburg, university professor. It was originally a laboratory for psychology attached to the schools for therapeutic pedagogy. This first period lasted till 1927. During this time a large number of treatises were published on the results of experiments which had been carried out in the institute. These were well received.

In 1927 the re-organization of the Institute was undertaken by Dr. John Schnell. One of his first innovations was the free consultation within the institute for sub-normal children. Since then the Institute, which had hitherto been only a place for scientific research, has had a triple task: (1) to undertake scientific research, (2) give advice on questions of practical pedagogy, (3) to train parents and teachers.

Research work was chiefly among children whose capacities were below the normal level, neurotic children and those who had various school difficulties. The research also took new points of view into consideration, as in embryology and pathology. It laid special stress on diagnosis and created new diagnostic methods.

The practical activities of the institute are also manifold. Its chief task is to give advice on all questions of education and in the choice of profession. Every year more than one thousand children are tested. If necessary they are also given medical treatment. The Institute for Child Psychology is

the largest of its kind in Hungary. Its task will be even greater in future. The war has destroyed families, and the number of neurotic children and children who are almost incapable of being educated has risen enormously in comparison with peace-time statistics. Economic depression and the general demoralization caused by the war has increased the number of children already depraved or exposed to depravity. The protection, education, guidance and accommodation of these children are the chief tasks of the Institute.

New tasks have been added owing to democratic re-organization and educational reform. Accordingly, aptitude tests will be obligatory before entering high-school studies or before a profession is chosen. In all these cases the Institute has to act as an advisory body. It will also have to train teachers and all those concerned with the handling of children. To this end courses of lectures will be organized. The Institute must also provide facilities for training those university students who intend to become professional psychologists.

The staff of the Institute consists of 16 persons—psychologists, doctors, educationists—and is thus equipped to work on the principle that the child should be considered as a psycho-physical unit. The successful collaboration which has already been achieved among doctors, psychologists, and educationists is a promise and a guarantee that the Institute will be equal to the manifold tasks with which it is faced.

The Institute of Psychology: Budapest

THE Institute was founded by L. Nagy with the object of creating a research centre in the educational sphere. For administrative purposes it forms part of the Institute of the Science of Education of Budapest. The personnel consists of six people, together with five to ten students from the University.

The Institute is divided into three sections.

1. The Pedagogical Section is studying problems of spontaneous groupings among children from pre-school age to puberty. The method of research has been elaborated in the Institute, that of

drawing a graph of social development which is based upon observation, experiment and interrogation. The first results obtained have enabled us

- (a) to define the stages of development of group play at the pre-school age;
- (b) to distinguish the true social formations among communities of children aged 8 to 10 years;
- (c) (and this is the essential) to establish the most suitable method of investigating the social psychology of the child.

On the basis of results thus obtained we have begun a series of experiments on the pre-school social groups. With the help of an objective method of recording, we are examining social phenomena by various experiments concerning principally the relationship of the group with the group-leader. We are trying to discover, for instance, whether a group with an average social index, in which the members are linked by habit or tradition, is stronger or weaker than one in which each individual member has a high social index and a group-leader. This is an objective method which directs the selection of children before forming a group.

2. The Vocational Guidance Section is conducting professional aptitude tests mostly among adolescents aged 14 years.

In collaboration with other vocational guidance bodies, the Institute is testing workers whom the Hungarian Government proposes to employ for administrative work, after a special course, bearing in mind the democratization of the state machinery. These tests have shown that the test method, applied to uninstructed adults, does not give true results, but merely a classification of the subjects in relation to their actual aptitudes.

3. The Diagnostic Research Section is studying principally the Rorschach method, from the point of view of the value of its application, from the age of 3 years.

Since the end of the war the Institute has published two works: *Ideology and the Child*, by F. Mérei, 1945 (in Hungarian); and *Primitive and Popular Games*, by H. Just-Kéri (in Hungarian, now in the press). F. Mérei

[We are grateful to Dr. Maria de Balogh for sending in the above notes.—Ed.]

HUMAN RELATIONS AND INTERCULTURAL UNDERSTANDING

An Easter Study Course

arranged by the New Education Fellowship (International)

at

FROEBEL INSTITUTE, GROVE HOUSE, ROEHAMPTON LANE, LONDON, S.W.15

Thursday, 10th April, to Sunday, 20th April, 1947

SECTION I—PROBING OUR PREJUDICES.

April 10th-13th . Directed by members of the Tavistock Institute of Human Relations.

SECTION II—BACKGROUND MATERIAL TO AID IN UNDERSTANDING THE PEOPLE OF DIFFERENT NATIONS.

April 14th-16th . **Belgium** . **Vernon Mallinson**, in co-operation with representative of Belgium.

Poland . **Dr. W. J. Rose**, School of Slavonic and Eastern European Studies, in co-operation with representative of Poland.

Italy . **Dr. Carleton Washburne**, lately Director of Education in Rome and Sicily, in co-operation with representative of Italy.

Directed by **Vernon Mallinson**, Lecturer in Comparative Education, Reading University.

SECTION III—DEMOCRATIC HUMAN RELATIONS.

April 17th-19th **Democratic Practices in Schools** (Study of Results of an investigation recently made in 70 schools).

Directed by **James Hemming**, Association for Education in Citizenship, in co-operation with
Ir. Kees Boeke, Children's Community, Bilthoven, Holland.

Chairmen :

Dr. J. A. Lauwerys, London University Institute of Education, and
Mr. Vernon Mallinson.

Conference fee :

Residents . . . £4 10s. 0d. for Study Course.
£6 2s. 6d. for board residence for 10 days.
Non-Residents . £4 10s. 0d. for Study Course.

Teachers whose term begins before the end of the Course are offered reduced fees for part-time attendance.

The Course is open to anyone interested.

Details from New Education Fellowship (International), 1 Park Crescent, London, W.1.

The Young Vic

All lovers of the theatre, and especially those who, like myself, began to love and understand Shakespeare though the work of Miss Lilian Bayliss in the Waterloo Road, will rejoice to see the Old Vic theatre once again on London's theatrical map. The theatre itself will not re-open until 1949, but the other two sections of the plan of the newly-formed Old Vic Theatre Centre have now been established. They are (1) a theatre for children (the Young Vic), and (2) a Theatre School, which will provide courses in acting, technical production and technical stage design.

The Young Vic aims, in the words of its Directors, 'to present to young people theatrical shows specially selected and produced for them . . . which will give the kind of enjoyment to young people that only the best form of theatre can bring to the adult public'. Its headquarters will eventually be in the original Old Vic building, but it will travel to all parts of the British Isles, playing in theatres as it is felt that the correct atmosphere can be achieved only in a theatrical setting. To continue with the Directors' words, 'We want to see children going to good productions of plays on their own initiative and with their parents in a social way and not only as part of an organized school or youth group. We believe in playing to mixed audiences. The Young Vic does not seek to function as an adjunct to any particular aspect of education, but very close touch is maintained with those whose main interest is educational.'

The Company made its bow to the public at the Lyric Theatre, Hammersmith, on the 26th December and

played there until the end of January, when they were to visit, among other places, Eastbourne, Brighton, Hastings, Bedford, Cambridge, Oxford, Reading, Hanley, Cardiff, Bristol, Bath, Kidderminster and Worcester.

'The King Stag', an eighteenth century 'tragi-comical tale', adapted by Carl Wildman from a French version of Carlo Gozzi's play, is a good choice for an audience aged 8-16 for it is a blend of things that children love—comedy, poetry, magic and adventure. Pat, aged twelve, and I thoroughly enjoyed it. From the visual point of view, it is a delectable production with scenery by Motley that combines Oriental and English, eighteenth century and modern, the realistic and the stylized. The forest scene, with its hidden caves and its paths climbing up amongst the rocks, is a particular delight, and forms one side of a miniature revolving stage which will be taken by the Company on its tour. The costumes, however, seemed less successful, and we would have liked to see a greater use of bold, clear colours.

The incidental music was, I thought, rather too sophisticated for a juvenile audience. The orchestra should have been larger and the overture louder, in order, as Pat said, 'to tell everyone that it's going to start'.

All the parts were very well played, there was no 'playing down' to the audience, and I noted with particular pleasure how soon friendly contact was made between stage and auditorium and how easily it was maintained throughout. Joan Hopkins played what might have been a conventional heroine with a sincerity which at times was deeply moving; my young companion and I shuddered at the wickedness of Tartaglia, the tyrannical Prime Minister, played

with relish by Hector McGregor; we laughed at the efforts of the country cousin, Smeraldina, to be a grand lady; and were both completely captivated by Stuart Burge who, as Truffaladino, the King's bird-catcher, co-ordinated voice with movement and combined humour and a touch of pathos in a way which endeared him to the audience from his first appearance.

We were mystified by the magical effects (which were extremely well done) and by the mechanics of the very realistic puppet parrot. I must confess, we were sometimes mystified, too, by the plot. With so many people changing their outward appearance but retaining their own characters, it was occasionally rather difficult to realize who was really who.

Finally, when everyone had regained his own identity, when the wicked Tartaglia was dead and the three pairs of lovers were re-united, we returned to real life and the perils of Hammersmith's traffic, thinking with envy of those fortunate children who had been chosen by ballot to go backstage to meet the actors and examine the intricacies of the scenery, but agreeing unanimously that 'The King Stag' was 'a lovely play' and looking forward with pleasure to seeing the Young Vic's next production.

F. P.

THANKS TO NEW ZEALAND

On behalf of the Staff and students of Dudley Training College, Mr. David Jordan would like to thank the Staff and students of *Bishop Auckland College* for their generous gifts. Would *Mr. Binstead*, of New Zealand, please write to Mr. Jordan again, as his address has been mislaid.

FRANZ CIZEK DEAD

Many members of the N.E.F. have visited Professor Cizek in his Juvenile Art Classes in Vienna; some will remember him from the Montreux Conference. Now he is buried in a special grave of the community of Vienna. . . .

But he had the joy of seeing his ideas materialize in many countries. Though he was ridiculed at first, more and more teachers and artists followed him in his aim to release the creative impulses in the unspoilt child. It needed a genius and a lovable man to find out what is slumbering in children. In his modesty he maintained that he only took the lid off; but he directly inspired thousands of children, and millions of children in many countries were liberated by his work from the old soul-destroying methods of Art teaching.

Every year until 1938 hundreds, if not thousands, pilgrimaged to Vienna to see Professor Cizek and his work. None of them will ever forget him, and, as Arthur Lismer said in a *New Era* article before the war, 'many in time to come will return again and again to Franz Cizek.'

Let us remember him as some of us saw him last at the Montreux Conference—sitting in the gardens in the cool of the evening with an eager group of teachers. Some of us then experienced that deepening of perception which sometimes comes in the presence of genius.

The world is the poorer of a great man.

W. Viola

Book Reviews

General Education in a Free Society—Report of the Harvard Committee. (Oxford University Press. 10/6)

In 1943 the President of Harvard University appointed a committee to report on the 'Objectives of a General Education in a Free Society'. Its deliberations occupied nearly three years; it secured the collaboration of large numbers of specialists in various phases of education, it operated through sub-committees and conferences, it maintained a central office for the collection of memoranda, and in the process it expended \$60,000 in order to tap 'the rich and varied thinking and experience of American education'. The publication which crowns its endeavours is a tribute to the vision of its initiator, who stated the problem to be faced in the following memorable words: 'The primary concern of American education to-day is not the development of the appreciation of the "good life" in young gentlemen born to the purple. It is the infusion of the liberal and humane tradition into our entire educational system.' With this idea informing its preliminary thinking, the committee set out to consider the change in educational aim and emphasis which is necessary now that high school (secondary!) education is extended to the great majority of American children. It now has, as they so clearly state, 'the incomparably difficult task of meeting, in ways which they severally respect and will respond to, masses of students of every conceivable shade of intelligence, background, means, interest and expectation. Unlike the old high schools in which no one was compelled to stay if he could not or did not wish to do the work, the modern high school must find places for every kind of student, whatever his hopes and talents. It cannot justly fail to adapt itself, within reason, to any.'

I came to this book after a recent re-reading of Sir Richard Livingstone's 'Education for a World Adrift', and immediately after attending a Grammar School Speech Day with its familiar half-truths about the loss of standards, levelling down, the iniquities of the recent salary revisions, the virtues of external examinations, and the educational tragedy involved in the endeavour to give to all forms of post-primary education a common name and parity of conditions. The travesty of truth is always spiritually deflating—this book revived my faith in the possibility of combining academic qualifications with common honesty and uncommon vision. 'The ideal', I read, 'is a system which shall be as fair to the fast as to the slow, to

the hard-minded as to the book-minded but which, while meeting the separate needs of each, shall foster that fellow feeling between human being and human being which is the deepest root of democracy.' Could the ideals of our own Education Act be more fitly expressed?—I do not think so. Nor, I think, need the reader wonder that I prefer the thinking of Harvard to that of Corpus Christi.

There are few problems of reconstruction in education which are not touched upon in the introductory chapters, and I have not previously read any American book so relevant, in its considerations and its treatment, to the English scene. The impersonal tendencies in over-large schools, the relation between our partial measures of intelligence and home background, the social distinctions consequent upon wide disparities in school-leaving age, the tendency to work in subject compartments sealed off from each other, the disparity between urban and rural provision, the division of financial responsibility between the local community and the State, the advantages and disadvantages of centralized schools, the new responsibilities consequent upon the development of radio, cinema and the popular magazines—all these are considered and made the subject of wise comment in the first forty pages. Then follows a forty-page outline of a philosophy of education intended to meet the new social pressures and the fundamental need for unity which marks the modern world; and a chapter on 'Problems of Diversity' which discusses the need for meeting individual differences within an educational framework which makes for unity in social living.

It was perhaps inevitable that the curriculum itself should be treated on broad lines, but the summary of the chief points to be borne in mind in framing an English course (pages 110-112) is an example of the capacity of this committee to say much in little. There is more direct suggestion in the chapter on General Education in the Secondary Schools than can be found in much larger compass in many books on curriculum published in this country; one notices with relief the omission of the familiar padding. The educational philosophy of the authors is finally applied to adult education in the University and outside.

Discussion Groups of teachers would do well to use this book as a text and guide. It contains the collective wisdom of a co-operating group of specialists and has found that thing which is rare in educational circles—unity in diversity.

David Jordan

Educazione Liberatrice (La Nuova Italia, Firenze, Lire 300) and **Le Scuole Nuove e i Loro Problemi** (Educatori Antichi e Moderni, La Nuova Italia, Firenze, Lire 90). Ernesto Codignola.

In the introduction to the first of these books Professor Codignola states that Fascism—he speaks of European Fascism—should have been a warning to us and we should not underrate its significance. There was a crisis of democracy before Mussolini, and anti-democratic forces are still alive to-day. The only salvation is education. Rousseau and Pestalozzi are analysed critically, and Froebel and Montessori are only partly accepted. Maria Montessori means to Codignola a return to Rousseau and not to the best in Rousseau. Perhaps after more than twenty years of Fascism it is good that the author should be highly critical. He was present, by the way, at the N.E.F. congress of Nice in 1932, one of the very few Italians to participate.

Any hope for an international pedagogy, he maintains, is an illusion, and the problem of modern education is not a problem of method but of personality. A change of curriculum will not bring the solution. The mystery of education lies in the personality of the teacher. If educationists are poor, dry, unhappy, then their education and teaching will be poor, dry and unhappy.

Codignola is all for the activity school, but it will take a different form in Italy. There is no school well adapted both to the United States and Japan for instance. He does not believe in the purely technical school. The Italian school suffers from lack of personalities and means. One chapter is devoted to Benedetto Croce, and it is interesting that another, reprinted from an Italian newspaper of 17th November, 1945, has to fight for votes for women. All that Codignola tells us about teachers' training sounds familiar—he is Principal of a Training College and university professor; so, too, does what he has to say about the misconception of the university as an institution for examinations and diplomas.

He is against the deification of Youth; as an Italian he knows that Youth was idolized in order to be better dominated. He says that 'the great majority of teachers joined Fascism during the last years for practical reasons...' He believes that the Italian university youth opposed Fascism. The forces which really supported Fascism without identifying themselves with it have survived its fall, and they call themselves now anti-fascist. 'Already a hypocritical anti-

ACTIVE READERS for backward pupils

Pictures were once comparatively unknown in schools as a teaching aid. When, in the seventeenth century, they were introduced into schoolbooks, they were hailed as a great innovation. To-day they play many parts in schoolbooks. They may be purely ornamental, or chiefly functional, actually forming part of the subject matter or clarifying and interpreting it. A series of notes, which will appear from time to time in the advertisement pages of this journal, will indicate the place and purpose of pictures in certain school courses published by Ginn and Company Ltd.

ROMANCE

To interest the non-literary, often backward, child in post-primary classes is the first object of the Active Readers, and in gaining this object the dramatic illustrations are an enormous help. A little larger than life, taking something from the films, these pictures of Indians and Cowboys are nevertheless an educational experience. For many backward children they are a kind of poetry. They interpret the text and help pupils to visualise the wide sweep of unknown lands. A vicarious knowledge of the Wild West or the Far North is one of the few genuine aesthetic pleasures experienced by certain children, and the drawings in the Active Readers, romanticized as they are, take this into account. The text is full of movement and the pictures emphasise this movement. Look, for example, at the drawing reproduced here in miniature. It is a full-page illustration from *La Bonté*.

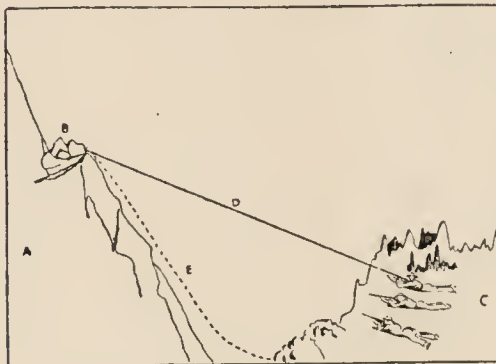
USE OF DIAGRAMS

The exercise sections of the Active Readers are illustrated quite differently from the text, and with different objects in view. Here the illustrations are diagrammatic, helping children to think systematically and, as a result, to express



NOTE THE LINK

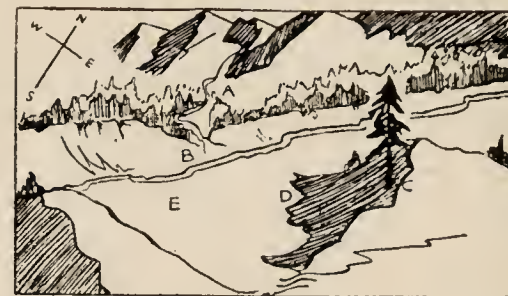
3. This diagram shows how La Bonté killed the Indian on the ledge. Finish the key below it. The picture on page 58 will help you.



- A. Hillside.
B.
C.
D.
E.

themselves clearly. The exercise diagrams are, at the same time, complementary to the text illustrations, and complete the process of visualisation, so valuable to children still at the "concrete" stage of development. An example of the link between text illustrations and exercise diagrams is given in the two extracts from *La Bonté* reproduced above in miniature. The other reproductions are reduced exercise pages from *X-Bar-Y Ranch* and *White Hawk* respectively. Diagrams are an essential part of the training in reading and understanding English provided by the Active Readers.

CHAPTER I



1. A. Cliff from which Jim and the twins looked down on the valley.
B.
C.
D.
E.

This is a picture of Lone Pine Valley, with the key below it already started. How would you fill in B, C, D, E, to finish it? Page 3 will help you to fill in B. Page 6 will help you with C and D, and page 7 with E. If you are not sure what Harry meant by the "big coulée", look up the word *coulée* in the glossary.

K

149

EXERCISES

149

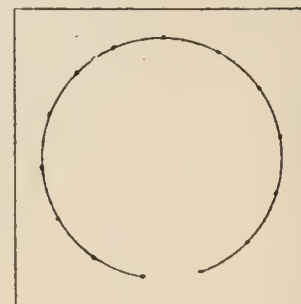
2. Look at the picture on page 94 which shows the message that Lone Elk carved beside the trap. See if you can draw in the same way the second message that he cut on the tree farther along the trail. Write beside your drawing the meaning of it.

CHAPTER XV

1. Find the answers to these questions about the buffalo stampede (page 98).

- (a) What was the drumming noise that White Hawk heard?
(b) In what direction were the buffalo stampeding?
(c) Why were the squaws so frightened?
(d) What did White Hawk tell them to do?
(e) Why did he yell at the leading bull?
(f) What happened when the herd charged the camp?

2. This plan shows the floor space inside White Hawk's teepee. On page 102 you will find something about the things Singing Voice made for it. Find out what these were, and finish the plan so as to show where they were placed.



FREE to Teachers :

TO GINN AND COMPANY LTD.
7 QUEEN SQUARE,
LONDON, W.C.1.

Please send me details of books for backward senior pupils and a free copy of the booklet, "Use of Diagrams in the Teaching of English" as soon as available.

Name

School address

.....
.....

N.E.

Fascism is noticeable'. The Italians in Codignola's view are one of the most intelligent and cultured peoples, but little educated. The children of the rich, however lazy they are, advance, and the poor children are deprived of higher education. Verbalism is one of the diseases of the Italian school.

In a description (only too short) of the community school in Florence which he founded we get a glimpse of what is possible even under difficult conditions. It is an activity school. For the miserable inadequacy of the average Italian school Codignola makes responsible the leading classes of Italy, which had faith neither in spiritual forces nor in freedom of conscience, nor any belief in the 'spontaneous forces of man and their liberating power'. Italian teachers are disillusioned. But what possibilities are slumbering in them!

In *Le Scuole Nuove e i Loro Problemi* Codignola deals first of all with the pioneers of the new education. Here again he is sometimes perhaps too critical, as in the case of the German and Austrian school reformers. British educationists, who are hardly mentioned in the first book, are better treated here, where at any rate the founders of Abbotsholme and Bedales are given a place. Longer chapters are devoted to Dewey and Washburne. Codignola insists that democracy is not a form of government, but of life. He is not enthusiastic about the Dalton plan and Maria Montessori he reproaches with a 'transfer from the spiritual to the material'. Decroly's global method, as far as learning to read is concerned, finds his approval, and so does Ferrière, one of the fathers of the activity school. His view that children are not miniature adults (did not Cizek say the same? he is, by the way, not mentioned) is shared by our author. We learn that the Gentile reform failed because it was ordered from above and met with indifference and hostility from the teachers. *Lombardo-Radice* was the pioneer of modern education in Italy, but 'Italy has still to say her word as far as the new school is concerned'.

All in all: two sincere books from an Italy which has been silent too long.
W. Viola

Education and Crisis. Basil A. Fletcher. (University of London Press, 4/6.)

This is the third book in the series 'Educational Issues of To-day,' edited by Professor W. R. Niblett. It is less exciting than the two previous volumes¹, because it lacks both the spice of controversial dogmatism of Professor Jeffreys' contribution and the depth of treatment found in Marjorie Reeves' *Growing up in a Modern Society*. But everyone who

knows Professor Fletcher will find in this book some of the things one would expect from him—a consideration of some of the educational and ethical problems of our time in the light of an informed and kindly Christian charity; an optimism about our future, based upon a belief that God's purposes must ultimately prevail; an emphasis upon the fundamental uniqueness and value of each human personality and an acceptance of the implications of this in individual and social life; a belief that social equality is the seed-plot of human diversity, and that spontaneity can 'lift group life up from something that is dull and mechanical to something that is lively and spiritual'.

The book is an exercise in dialectical thinking; the process, one of thesis, antithesis and synthesis; and the chapter headings show clearly both the method and the scope of the book. The 'opposites' reviewed are change and permanence, propaganda and education, equality and diversity, the individual and the group, the conscious and the unconscious, and love and lust. On all these topics Professor Fletcher has some wise and illuminating things to say, but I am not convinced that the dialectical method is the most appropriate way of searching for truth. It often leads to an opposition which is artificial and to a straining after separation which gives the later synthesis an appearance of creativeness which it does not properly deserve. This is exemplified by the chapter on Propaganda and Education, which contains some of the best things in the book, yet leaves one with a sense of intellectual frustration because the soundness of the argument is partially vitiated by the adoption of a somewhat narrow definition of propaganda. This we are told, may be defined as 'the

attempt to influence thought and behaviour so that the persons influenced adopt opinions or behaviour without making any definite search for the reasons why they do so' (p. 32). Education is then defined as 'the attempt to influence thought and behaviour in such a way that the persons influenced are stimulated to seek to understand for themselves the reasons why they think and act as they do', and thus the necessary antithesis is established. This unreal ground of division is bound to create difficulties in the flow of the argument. For example, on page 22, the cinema, daily paper and wireless-set are described as 'instruments of propaganda', but they may equally be regarded as instruments of education. By this token, the ritual in a religious service would presumably be largely propaganda and a reasoned sermon exclusively education; similarly, our suggestibility to the argument of another on account of his prestige would give his words the flavour of propaganda, though he might be doing his best to 'educate' us. For close reasoning the dialectical method of attack is not a happy one.

Yet the book can be recommended, particularly as a basis for student discussion. Young people will derive considerable benefit from its sober optimism and from contact with the evident sincerity of its author.

David Jordan

A Friendly Hearth. Norah Baring (Jonathan Cape 6/-).

The perfect review of this book is its Introduction by Mr. John A. F. Watson, Chairman of the South-East London Juvenile Court. At the beginning of the war Mrs. Baring was moved to pity by the sight of the arrival in North Wales of a train-load of evacuees from a Northern town, and suddenly decided to make a real home for as many of these children as she could house.

This book is the story of a constant fight against dirt and disease, against narrow-minded prejudice and intolerance; an unremitting struggle to achieve order and discipline among children who had previously known little of either.

As time went on, opposition by the local residents and authorities, based on a stupid lack of tolerance and an inability to accept manners and appearance different from those in their own narrow environment, became stronger. As Mr. Watson says, 'Her book is a grave indictment of local bureaucracy and it is hard to believe that . . . any community, bonded in the common effort, could have been so unfriendly and suspicious.'

The outstanding lesson of this courageous war-time experiment is that education must concern itself with

SCIENTIFIC BOOKS

Please state interests when writing

SCIENTIFIC LENDING LIBRARY

Annual Subscription from One Guinea

Prospectus on application

H. K. LEWIS & Co. Ltd.
136 GOWER STREET,
LONDON, W.C.1

Telephone EUSon 4282 (5 lines)

¹ Reviewed in *The New Era*, Sept.-Oct., 1946.

*The World's
Greatest Bookshop*
FOYLES
* * FOR BOOKS * *
*New and secondhand
Books on every
subject.*
We BUY Books, too!
119-125 CHARING CROSS RD
LONDON WC2
GERRARD 5660 (16 lines)
Open 9-6 (inc Sat)

the fostering in parents of a sense of responsibility, and with the provision of homes which make a stable background possible.

F. P.

The Alexander Performance Scale. (Thomas Nelson & Sons, Ltd. 7 guineas plus purchase tax £1 18s. 9½d.)

The Prospectus describing this battery of tests for assessing practical ability and suitable for use with pupils between the ages of 8 and 18, may be obtained from Thomas Nelson & Sons, Ltd., 3 Henrietta Street, London, W.C.2.

Haiti and Educational Reform

AN unexpected visitor to *The New Era* office this month gave us some details of the present political and educational set-up in Haiti. This was Dr. Anna Laraque, who is a French specialist in physical, psychological and moral equilibrium and has had a brilliant career in preventive medicine on account of her work on glands.

She recounts with infectious enthusiasm the doings and aspirations of the Haitians, whose country is known only for its natural beauty and whose people, with their innate democratic feelings and their intellectual strivings, are almost entirely ignored by the world at large. Haiti was discovered by Columbus and re-named by its Spanish conquerors Espagnola, or Little Spain. The Indians there, who were smooth-haired and rosy beneath their tan, were set to such hard and

exhausting manual labours by their conquerors that the last of them finally died out. The Spaniards, and later the French, to whom the island was ceded in 1697, re-peopled it with negro slaves, amongst whom were native kings as well as their poorest subjects, and Dr. Laraque considers that this explains why, later, the population was able to throw up such geniuses as Toussaint Louverture, who was known as the Black Napoleon. He was the first Haitian to dream of independence for his country and, though he died in a French prison in 1803, it gained its independence in 1804, after numerous risings and massacres. Since then, this half-island (the other half of which is Dominigue) has maintained its independence and has been self-governing. The traditions of its people, so mixed in blood and racial inheritance, have for long been basically democratic. In August, 1946, there was a *coup d'état* and a Presidential Election after the flight of the very tyrannical ruler, Elie Lescot. One Presidential candidate, with marked Fascist tendencies, arrived from Europe and expected easily to buy himself into power, but instead, after this bloodless revolution which was conducted largely by University students, a young lawyer, Demarsas Estimé, was unanimously elected President. This young man, who had had experience as both Deputy and Minister, is a patriotic, enthusiastic and cultivated upholder of the rights of his people. He and his Cabinet have already set to work on immense projects of social and educational reform.

The Haitians are poor, but their country, with a climate unusually dry and healthy for the tropics, is potentially rich in agricultural promise. Given proper irrigation, which it lacks at present, the land will raise three crops a year of rice, maize and red beans. It also produces a wealth of tropical fruits, including bananas, some rubber, sugar and probably the best coffee in the world. It also grows cotton. The new Government, apart from its agricultural reforms, proposes certain industrial measures, particularly the establishment of cotton spinning and of the canning and preserving of fruit.

Their programme of educational reform is extensive and much needed. Many schools will be built and teacher-training is one of their main pre-occupations. They also propose a wide programme of parent-education as a means of combating an unduly high infant mortality rate and much avoidable disease among children. Dr. Louis Mars, who is a son of the Minister of Foreign Affairs and who took his medical and psychiatric degrees in Paris and the U.S.A., is in charge of this programme and we hope to publish his own account of the proposed reforms in a future issue.

LETTER TO THE EDITOR

SIR,

With reference to the review on pages 302 and 303 of the December 1946 number of *The New Era*, dealing with the two pupils' pamphlets issued for use in association with the Autumn Term music broadcasts to schools, I think your reviewer and readers might be interested to know some facts.

As the result of a survey conducted in May last year, we estimate the number of schools making use of the broadcasts in question to be:

Singing Together	4,730
Rhythm and Melody	4,060
Adventures in Music	3,360
Orchestral Concert Series	1,990

We estimate the number of children in these schools who listen to these programmes to be:

Singing Together	214,716
Rhythm and Melody	170,900
Adventures in Music	149,000
Orchestral Concert Series	112,100

That the number of schools making some use of School Broadcasts is continuing to increase is suggested by the fact that there are to-day 13,777 schools in England and Wales registered with this Council as listening Schools. This is 2,000 more than at the corresponding date in any previous year.

Your reviewer asks whether broadcasts are heard properly only in private and endowed schools. The fact is that over 90 per cent. of the registered listening schools are 'rate-aided' and there is no evidence to suggest that the quality of reception in these schools is inferior to that in the non-aided.

Yours faithfully,

R. N. Armfelt,

Secretary to the Central Council for School Broadcasting, 55 Portland Place, W.1.

The Wellwood Heritage

By A. PERCIVAL NEEDLER,

6/- net, or post free 6/6.

This new contribution to literature, with the history of England as a background, has for its chief characters a fictitious family of Anglo-Saxon origin named the Wellwoods, whose story is traced from their landing on these island shores right up to the present time.

The book contains fourteen lengthy tales, each complete in itself and dealing in sequence with its own particular period, thus contributing to the progressive story of the family as a whole.

Its intrinsic value as a narrative and its accuracy of detail in relation to historical background should make a wide appeal.

Obtainable through all Booksellers.

A. BROWN & SONS, LTD.
32 Brooke Street, London, E.C.1

Directory of Schools

FRENSHAM HEIGHTS FARNHAM SURREY

Headmaster : PAUL ROBERTS, M.A.

Frensham Heights is a co-educational school containing at present 140 boarders and 45 day pupils equally divided as to sex and equally distributed in age from 7 to 18.

The school stands in a high position in 170 acres of ground and is exceptionally fortunate in its accommodation and equipment.

Fees : £180 per annum inclusive

About three scholarships are offered annually

For particulars apply Headmaster

BADMINTON SCHOOL

Westbury-on-Trym

:: BRISTOL. ::

Junior School 6 to 11 years

Senior School 12 to 19 years

The School is situated in large grounds and within easy reach of Bristol, so the older girls are able to enjoy many of the advantages provided by a University City. A high standard of scholarship is maintained and at the same time an interest in creative work is developed by the practical and theoretical study of Art and Music. There are weekly discussions on World Affairs and more intensive work on Social and International problems is done by means of voluntary Study Circles.

Apply to The Secretary.

DARTINGTON HALL TOTNES DEVON

Headmaster : W. B. CURRY, M.A., B.Sc.

A co-educational boarding school for boys and girls from 2-18 in the centre of a 2,000 acre estate engaged in the scientific development of rural industries. The school gives to Arts and Crafts, Dance, Drama and Music the special attention customary in progressive schools, and combines a modern outlook which is non-sectarian and international with a free and informal atmosphere. It aims to establish the high intellectual and academic standards of the best traditional schools, and the staff therefore includes a proportion of highly qualified scholars actively engaged in research as well as in teaching. With the help of an endowment fund it is planning and erecting up-to-date buildings and equipment.

Fees : £120-£160 per annum.

A limited number of scholarships are available, and further information about these may be obtained from the Headmaster.

ABBOTSHOLME SCHOOL

DERBYSHIRE.

(Postal Address : Nr. Rocester, Uttoxeter, Staffs.)

Chairman of Council :

FRANK SMITH, M.A., Ph.D.

Headmaster :

C. ARTHUR HUMPHREY, M.A.
(OXON.)

For boys of 11 to 18, with
a Junior School Section
for boys of 8 to 11.

Scholarship and entrance tests for September 1947, take place at the School [at the end of March. Further particulars may be obtained from the Headmaster's Secretary.

MONKTON WYLD SCHOOL, nr. CHARMOUTH, DORSET

Principals : CARL AND ELEANOR URBAN.

Practical and cultural education for boys and girls (8-18). School life and curriculum planned to help children to develop into co-operative and constructive citizens. School farm ensures healthy diet. T.T. cows.

Fees : £135.

Directory of Schools—continued

BEDALES SCHOOL

PETERSFIELD HANTS (Founded 1893)

A Co-educational Boarding School for boys and girls from 11½–18. Separate Junior School for those from 5–11. Inspected by the Ministry of Education. Country estate of 150 acres. Home Farm. Education is on modern lines and aims at securing the fullest individual development in, and through, the community. No vacancies can be offered at present.

Headmaster: **H. B. JACKS, M.A. (Oxon.)**

LEARNING TO LIVE

at the

MARY GREENYER SCHOOL
WYKEHURST PARK

BOLNEY, SUSSEX, ENGLAND.

A Co-educational Progressive Preparatory School with a new outlook and original methods conducted in a stately mansion in a lovely 175 acre park, 40 miles from London. Swimming and Boating Lake. Theatre. Boarders and a few Daily Boarders. Open throughout the year. Children are educated as individuals, in an environment where reasonable freedom does not mean licence. Opening for younger children on September 29th, 1946. £120 and £180 per annum. Prospectus from The Secretary.

ST. CHRISTOPHER SCHOOL LETCHWORTH

is an educational community of some 375 boys, girls and adults. The five school houses provide living and teaching accommodation for children from 6 to 18. It is situated on the edge of the Garden City, amidst rural surroundings and beautiful gardens. There is now a considerable waiting list, and early application is desirable for possible vacancies in 1950.

Schools for boys and girls
from 3½ to 14 years

LITTLE FELCOURT

and

FELCOURT SCHOOLS,

EAST GRINSTEAD, SUSSEX,

are founded on the Montessori idea and aim to create the happy free atmosphere of a real home.

Particulars from the Principal

ELMTREES, GREAT MISSENDEN BUCKS.

Formerly Cudham Hall, nr. Sevenoaks and Paccombe House, nr. Sidmouth.

A happy community of adults, children and animals living together in an atmosphere of friendliness and trust; essential conditions for growth. All-round progressive education for boys and girls between 3 and 12 years. Music, Dancing and Drama specially encouraged.

ELMTREES is a spacious Period house standing in its own lovely grounds on the fringe of the Village of Great Missenden. The School is within 5 minutes walk of the station and 30 miles from London on the Met. Line to Baker St.

Principal - **Miss M. K. Wilson**

Tel. Great Missenden 407.

THE GARDEN SCHOOL

Wycombe Court, Lane End

Nr. High Wycombe

Boarding School for girls (4-18). Estate of 60 acres in the Chiltern Hills. Sound academic work, with consideration for individual needs. Large staff of graduates. Vegetarian and ordinary diet. Open-air swimming pool.

FEES : £130 to £175 per annum.

Principal : **Mrs. M. A. ORMROD, B.A.**

HURTWOOD SCHOOL

Peaslake

Nr. Guildford

Co-educational from 3 years.

Modern building equipped for children in beautiful and healthy surroundings. The school aims at a high standard of scholarship in addition to health and happiness.

It wishes to attain a constructively progressive outlook without reaction, and believes that this can be done where tolerance is based upon sound knowledge and understanding.

Full particulars from the Principal :

JANET JEWSON, M.A., N.F.U.

Wychwood School, Oxford

RECOGNIZED BY MINISTRY OF EDUCATION

Maximum of 80 girls (half day pupils) aged 10-18. Small classes, large graduate staff. Education in widest sense under unusually happy and free conditions. Exceptional health record. Elder girls when not entering universities can either specialize in Drawing, Design, Languages, Music, Handcraft, or take year's training at Wychlea (Domestic Science House). Playing fields, bathing pool.

Principal : **Miss MARGARET LEE, M.A., (Oxon.)**

Late University Tutor in English.

Vice-Principal : **Miss E. M. SNODGRASS, B.A. (Oxon.)**

ST. CATHERINE'S SCHOOL, Knole Park, Almondsbury, near Bristol.

Co-Educational Boarding. All Ages.

400 feet up, looking on to Channel and Welsh Mountains.
Food Reform Diet.

Open-air Swimming Pool. Music. Art.

35 guineas per term.

Ralph Cooper, M.A., and Joyce Cooper.

OAKLEA

BUCKHURST HILL, ESSEX.

Recognized by Ministry of Education.

Girls to 18. Centre for Oxford Examinations.

P.N.E.U. programmes followed.

Acting Principal : MISS BEATRICE L. SEARL.

THE BELTANE SCHOOL

Shaw Hill, Melksham, Wilts. Boys and girls from five to eighteen.
Good academic standards. Undisturbed district.

ST. MARY'S TOWN & COUNTRY SCHOOL

TOWN DAY SCHOOL :
38 Eton Avenue, London, N.W.3

PRIMROSE 4306

COUNTRY BOARDING SCHOOL:
Stanford Park, near Rugby

Telephone : SWINFORD 50

150 acres of parkland with river and lake
SWIMMING, BOATING AND RIDING

Possibility of Interchange between
the two schools, realistic approach
to progressive education, special
methods in Language and Arts,
sound academic work. Co-ed. 5-18

Principals :

Henry Paul, M.A. & Elizabeth Paul, Ph.D.

LONG DENE CHIDDINGSTONE, EDENBRIDGE, KENT

Directors :

J. C. GUINNESS, B.A., KARIS GUINNESS, R. G. H. JOB, B.Sc.

A group of a hundred children of
all ages and forty adults, creatively
concerned with education, agri-
culture and the arts.

PROSPECTUS FROM THE SECRETARY

LAGGAN (formerly Hall Manor, Peebles)

Will open for the
WINTER-SPRING TERM
JANUARY 14th, 1947

Co-educational. Individual. International
Improved amenities permit increased enrolments

Write Secretary :

LAGGAN HOUSE, BALLANTRAE,
SOUTH Ayrshire, SCOTLAND

Wennington Hall School, Lancaster
now
WENNINGTON SCHOOL
removed to permanent site at
Ingmanthorpe Hall, Wetherby, Yorks.

Greatly improved amenities. Beautiful Georgian building,
Woodlands, filtered Swimming Pool, Playing Fields, large
Kitchen Garden. Separate Junior House.
Near Leeds, York and Harrogate.

Co-educational 8-17. Experienced graduate
teachers. Excellent health record.

Headmaster : KENNETH C. BARNES, B.Sc.

PINEWOOD, AMWELLBURY, HERTS.

Home school for boys and girls 4 to 14,
where diet, environment, psychology and teach-
ing methods maintain health and happiness.

Elizabeth Strachan.

Ware 52

BEVERLEY SCHOOL WOLFELEE, NR. HAWICK.

Progressive Co-Education. Boys and Girls from
3 years old. Healthy happy environment.
Special attention given to diet.

Entire charge and holiday arrangements made when
necessary for children whose parents are abroad.

Telephone : Bonchester Bridge 2.

MOORLAND SCHOOL CLITHEROE, LANCS.

Co-educational 3-12 years. Tel. Clitheroe 3.

The children lead vital, constructive lives, doing work
of high standard in a happy natural atmosphere. Food
reform and meat diets. Nature cure methods.
Out-of-door activities.

Co-principals : Miss D. E. King, L.L.A., and Miss A. E. Crane.

MOIRA HOUSE SCHOOL EASTBOURNE. Telephone 210.

Recognized by the Ministry of Education.

Boarding School for Girls from 6 to 18

Principals : Miss GERTRUDE A. INGHAM.
Miss MONA SWANN.

Vice-Principal : Miss EDITH TIZZARD, B.A., Hons. Lond.

Edgewood, Greenwich, Connecticut.
A Boarding and Day School for Boys and
Girls from Kindergarten to College. Twenty-
acre campus, athletic field, skating, ski-ing,
tennis and all outdoor sports. Teachers'
Training Course. Illustrated Catalogue describes
activities and progressive aim.
E. E. LANGLEY, Principal 201 Rockridge.

GREAT SARRATT HALL, SARRATT, HERTS.
Nursery and Preparatory Boarding School for
children from birth to 10 years. Parents and school
work in close co-operation. Group limited to twelve
children. Qualified resident and visiting teachers.
Principal : Gladys Raymond.

Directory of Schools—continued

THE COURT HOUSE, PAINSWICK, GLOUCESTERSHIRE. Preparatory Boarding and Day School, boys 4 to 9 years, girls 4 to 12 years. The school aims to give a wide education on modern lines. Agnes Hunt, N.F.U., Evelyn Walters, N.F.U.

THE MANOR, ACASTER MALBIS, YORK. Nursery and Pre-Prep Boarding School for children from two to ten years. New Preparatory department for girls to thirteen years. Children welcomed for short stays. Sound modern education in cheerful environment. Graduate, experienced staff. Doctor's personal supervision. Ten acres of delightful grounds including lawns, woodlands and lake. Home produce. Prospectus and all details from the Principal.

PINEHURST, Goudhurst. On the beautiful Kentish Weald. Progressive School. Co-educational 3-12 years. Sound education. Crafts. Riding. Food Reform Diet. Sun and Air Bathing. Excellent health record. Miss M. B. Reid, Principal.

THE FROEBEL SCHOOL, DATCHET, BUCKS. School of 40 children run on Activity Methods with support of Parents Group. Small group of weekly Boarders 5-6 years of age. Week-end escort to and from Waterloo, Miss Throndsen, N.F.U., Miss Underwood, N.F.U.

ST. CHRISTOPHER'S SCHOOL, Belsize Lane, Hampstead, N.W.3, has now re-opened (Boys and Girls). Head Mistress: Miss V. H. Wright. The Boarding School (Girls only) is still with Glendower School at Sydenham, Lewdon, Devon.

STANWAY SCHOOL, DORKING. Home and Day co-educational Preparatory School to 14 years. Nursery Class. Specially designed building on high ground. Education as an atmosphere, a discipline, and a life.

HIGH MARCH, BEACONSFIELD, BUCKS. A Progressive Preparatory School for girls from 5 to 13. The school aims at giving a sound education with special emphasis on art, music, and creative activities. Miss F. H. Perkins and Miss E. B. Warr.

THE MOUNT SCHOOL, MILL HILL, N.W.7. Large qualified staff, small classes, centre for Oxford Higher and School certificate Examinations. 30 boarders, 90 day boarders, 5-18.—Mary Macgregor, B.A. (Lond.), Camb. Teachers' Diploma.

BUNCE COURT SCHOOL, Otterden, Faversham, Kent. Co-educational, progressive, recognised M. of E. Prep. for School Cert. Artistic and practical activities. Healthy food from own garden. Enquiries to: Anna Essinger, M.A., Principal.

Directory of Training Centres

MATTHEWS-SURFLEET SCHOOL of Speaking and Writing. Lessons (correspondence also visit) 5/- each in public speaking and writing. Help also to young people, foreigners, stammerers. Public speaking classes 1/6. Dorothy Matthews, B.A., 32 Primrose Hill Road, London, N.W.3. PRImrose 5686.

THE DAVIDSON CLINIC, EDINBURGH—a Summer School will be held under the auspices of

the Davidson Clinic from July 31st to August 7th, inclusive.

Subject, The Growth of personality; Speakers, Dr. Winifred Rushforth, Dr. W. P. Kraemer and the Staff of the Davidson Clinic, with Dr. Michael Fordham, London, as Guest Lecturer. Further particulars may be obtained from the Secretary, 26 Chalmers Street, Edinburgh, 3.

POSTS VACANT AND WANTED, etc.

EXHIBITION

PUPPETRY IN EDUCATION
COLLEGE OF PRECEPTORS
2 & 3 BLOOMSBURY SQUARE, W.C.1

February 17th to 22nd

Puppets: Scenes from Plays: Shows: Demonstrations
Daily 10 to 9. Adults 1/-. Children 6d.
Arrangements School Visits: Minett Lodge, Heath Drive,
Theydon Bois, Essex.

ABBOTSHOLME SCHOOL, DERBYSHIRE. Entrance and Scholarship Tests will be held at the School from 28th-31st March, 1947. Two or three Scholarships are offered this year, value between £45 and £75 per annum. Details may be obtained from the Headmaster's Secretary, Abbotsholme, Rocester, Staffs.

SLADNOR PARK SCHOOL, Maidencombe, Newton Abbot, Devon, now open for problem children. Prospectus from Tom and Alice Moon.

ENVELOPE ADDRESSING. Has anyone a few hours occasionally to address envelopes for N.E.F. International Headquarters—payment offered if required. N.E.F., 1 Park Crescent, London, W.1.

WANTED TO RENT—School in Home Counties for Easter Week, Half-term or Whitsun; School near sea for summer holidays. Good rent offered. Particulars, Box No. 323.

HOLIDAYS? Join a party of young professional and university people. Winter-sports, Spring and Summer holidays England and abroad; also independent holiday arrangements. Erna Low, 116 Gower Street, London, W.C.1. Euston 2368.

ISLE OF WIGHT COUNTY COUNCIL EDUCATION COMMITTEE. Cowes Junior Council School (Grade III) Headship. Applications are invited for the appointment of a qualified headmistress of this school, the appointment to date from the commencement of the Autumn Term, 1947. Wide experience of teaching children aged 5 to 11 is essential: Froebel training and experience will be an additional qualification.

Forms of application and further particulars of the school may be obtained (stamped, addressed foolscap envelope required) upon application to the undersigned, to whom completed forms of application must be received not later than February 22nd, 1947. All envelopes to be endorsed 'Cowes Junior School—Headship.' A. L. Hutchinson, Director of Education, County Hall, Newport, I.W.

PARENTS ABROAD—A home for the holidays required, girl 14½, boy 12, commencing Christmas, 1947. Country essential, west or south preferred. Mrs. Ten Hove, Camelot, Newport, Pembs.

PRINTING (250 letter-heads and envelopes, £1 1s.), TYPEWRITING, DUPLICATING. Greeting Cards, Catalogues, Periodicals. Freshfield, 15 Triangle, Clevedon, Somerset.

HOLIDAY STAFF. Wanted school cook and other domestic helpers for holiday periods to assist running house party young professional people. Box No. 325.

JUNIOR FORMS TEACHER and ART MISTRESS required at St. Andrew's School, Turi, Kenya. Applications must be sent by Air Mail. Passages paid.

THE NEW ERA

IN HOME AND SCHOOL

SPECIAL NUMBER ON BELGIAN EDUCATION

THE PRIMARY SCHOOL AND THE NEW EDUCATION

LOUIS VERNIERS, *Director General of Primary Education and Teacher Training, Belgium*

How does the New Education stand in Belgium to-day? This question meets with the most diverse response, according to whether it is asked in Belgium itself or abroad. For the foreigner, Belgium is the country of Ovide Decroly and is therefore the country elect of the new education, where the primary school has adopted the principles of this great pedagogue. On the other hand, the greater number of Belgians would tell you that the new education is the business of a handful of private schools or, at best, that it is useful in special institutions for defective children.

The foreigner and the average Belgian both err, though in all good faith, for neither is sufficiently well-informed. The foreign teacher who comes to Belgium in order to make contact with our primary school system is taken by a well-wisher, or by some shrewd civil servant, to the Ecole de l'Ermitage, and generalizes his conclusions from what he sees there. The average Belgian knows the school attended by his sons or nephews and cannot see that it is very different from the one on whose benches he wore out his own first knickerbockers. And he too draws false conclusions, as we shall see.

First of all, L'Ecole de l'Ermitage is by no means the only school in which the Decroly method is used more or less in its entirety. If it is the best known of these schools, this is obviously because it was the earliest, having been started by Decroly himself. It is also because

it is in Brussels and constitutes the hearth from which other Decroly centres light their torches.

Moreover, if the primary schools seem at first glance to have changed in no important sense, this is because of the prudent policy of the central administrators who, knowing the dangers of an educational revolution, have preferred to introduce valuable new techniques slowly but progressively.

In 1935 the late Minister of Education, François Bovesse, proposed for the first time to the inspectors and teachers of the primary schools a revision of the 1922 curriculum, stressing the need for a radical reform in the spirit of education. 'We must treat children as springs and not as wells', said he. This is indeed the clue to the great change which his seal of office

marked. The new curriculum appeared a year later in 1936. Its essential originality is not to be found in the teaching syllabus nor in detailed teaching techniques, but rather in the fact that he aimed to modify the teacher's own conception of the child. Deliberately abandoning the idea of a 'precious vessel' into which knowledge must be poured, the Plan takes its starting point from the child, that living well-spring, and guides its clear water through varied landscapes of knowledge, heads it off from idle meanderings, extracts from its banks everything that can serve to feed it, and transforms the wayward little torrent into a wide deep river, capable thenceforward of making its own direct way to the sea.

The Plan of 1936, which is the official programme of the Ministry of Public Instruction, is *not the Decroly method*. Decroly would have been the first to deplore that his ideas should be built into a codified system. He was not out for crystallization or formalization; he preferred the process of constant adaptation to facts and to people, fearing to see that which should derive from patient observation of the child and from perpetual contemplation of his nature turned into a routine. But the Plan is to a *very great extent inspired by the spirit of Decroly*. Here are its guiding principles as recapitulated in a Ministerial circular of February 5th, 1946:

'Not so much a superstitious veneration for encyclopedic

CONTENTS

	Page
THE PRIMARY SCHOOL AND THE NEW EDUCATION—Louis Verniers..	49
PLANS FOR EDUCATION REFORM—H. Lorent	51
THE TRAINING OF SECONDARY SCHOOL TEACHERS—Professor Fr. Closset	54
THE THEATRE AND THE TRAINING COLLEGE—Etienne Vandersanden.....	57
HIGHER EDUCATION IN BELGIUM—Professor V. Bohet	59
SOME CRITICAL NOTES ON THE ORGANIZATION AND ADMINISTRATION OF PUBLIC EDUCATION—Marion Coulon	62
TRAVEL FOR EDUCATIONAL PURPOSES—Fr. Closset	66
THE EDUCATION OF PHYSICAL DEFECTIVES—Auguste Lonnoy.....	68
LING PHYSICAL EDUCATION ASSOCIATION.....	70
BOOK REVIEWS.....	71

knowledge as a tender care for forming the mind of the child :

'A close linking-up with every-day life : the adaptation of teaching to the social and regional environment : direct contact with the outside world in which the basic material for living lessons is to be found.

'Making use of unexpected happenings in the world outside ;

'Each lesson should be as far as possible a response to the native interests of the child ;

'Confidence placed in the child's instinct for freedom ;

'An appeal to the pupil's own efforts ;

'Extending the field of knowledge beyond concrete reality (by means largely of inter-school exchanges and the use of films) ;

'Two successive stages should be distinguished : the first should cover the first four years of school, which are consecrated above all to exploring the neighbourhood and organizing studies around centres of interest ; the second covering the fifth and sixth years in the course of which "abstract knowledge will gradually replace concrete knowledge, to which end lessons will be arranged in a more logical sequence" ;

'A necessary part should be played by systematic exercises so as to acquire elementary techniques inherent in a whole series of learning processes (for example, the multiplication tables, correct spelling and certain grammatical notions) ; the authors of the Plan said truly : "When computation has become a subconscious technique the mind is more free to reason".'

This same circular also outlines the great aims of primary education, so that the teacher who is working to the Plan may always have in mind the aims for which he is working. 'Having established our principles let us recall briefly the aims of primary education. The Plan has defined admirably three aims to be achieved :

1. *To furnish the mind*, that is to say to give children knowledge which is considered the indispensable minimum if they are to enter fully into social living.

2. *To enable children to acquire the basic techniques and tool subjects* : These two first aims include an ability to express themselves easily

and clearly in the mother-tongue, an ability to read and understand what is read, to write correctly, to make computations accurately and quickly. (The cultivation of the mother-tongue is considered as a means of expressing thought) :

3. *To exercise the mind and form the character* by a double action which is both intellectual and moral ; to this end we must stimulate spontaneous interests, develop a sense of values, learn to look, observe and experiment ; in other words, *to nurture a man and a citizen*, or rather a human being in all his eminent dignity.

In view of all the symptoms of moral decadence which have revealed themselves more clearly since the enemy occupation, one of the essential objectives of primary education is the *restoration*, or rather the re-establishment of youth in its moral and social concepts. To develop ethical behaviour and character, not so much by exhortation as by practice in morality in every-day living, should be a constant pre-occupation in the minds of school teachers. The Plan insists in many of its pages upon the need for *civic education*, upon the *development on the national sense of community*, and it is pointed out that the love for one's own little corner of the native soil leads naturally to a love of the mother country.'

This Plan appeared in 1936 and met with a varied reception. Certain educational circles were definitely hostile to it and others greeted it with warm enthusiasm. An active and very intelligent propaganda was done on its behalf by the Inspectors-General Jeunehomme and Roels who, seconded by an excellent team of regional inspectors and teachers, organized conferences and meetings so as to scatter the good seed. Unfortunately the war interrupted brutally these promising efforts and ground which had been hardly broken was overgrown again with tares. But not all was lost. When the enemy was finally evicted, the faithful were able to contact each other again, number their forces and review their position. It turned out that many schools during the occupation had continued to apply the Plan, thus constituting, as it were, a band of witnesses who attested honestly and disinterestedly to its value. And in

the circular of February 5th, 1946, quoted above, the Minister, Buisseret, declared that 'the Plan should be considered as part of our national heritage . . . and remains to be fully applied . . . It is very good, but it is not perfect ; it is perfectible.' So as to ease the application of the Plan the Minister then proposed a series of measures, some affecting the primary schools and others the teacher training colleges.

One cannot imagine that a plan which overthrew the very spirit of the old schooling would get by without enormous difficulty. Chief of these were a lack of preparation in the minds of teachers (we have to cope not only with teachers in training, but even more with the 40,000 primary school teachers already practising) ; mistrust on the part of teachers who have become used to a different formula and to another routine ; a distinction between State and Church education (the latter obeys only directions from religious authorities) ; communal autonomy (each commune has the right to put forward its own programme, upon which State inspectors can only advise) ; old school buildings and too scanty material conditions, too many children in the class, etc. . . .

Recent measures are attempting to solve some of these difficulties. The general management of training colleges and primary schools have been fused, so that a single line of policy is followed henceforth by the school at which the teacher has been trained and by that in which he will have to put what he has learned into practice. Directions have been given to the practice schools attached to the training colleges and to the preparatory classes of the middle schools, *i.e.* to the only primary schools which are directly under State control, so that the syllabuses and methods outlined in the Plan shall be practised there. A Director General of teacher training encourages the setting up of educational study circles, open to practising teachers and placed under the direction of the inspectorate and of the staffs of training colleges.

The Belgian Section of the N.E.F. organizes conferences and educational 'days' so as to promulgate the principles of a new education. Inspectors and teachers are publishing a series of note books

in the Collection du Plan d'Etudes (publisher, Desoer, of Liège) which are planned to help teachers with advice, examples and practical information. The Inspectorate encourages all men of goodwill and devotes quarterly conferences to an analysis of the Plan. The Department of Public Instruction has begun to organize this year a series of refresher courses lasting a week, and is considering the establishment of a network of institutions designed to assure teachers of the greatest possible facilities for cultural development, both general and professional.

Primary and secondary school teachers, inspectors and university lecturers have formed a 'Committee for Initiating the Reform of Education in Belgium (C.I.R.E.B.)' which is publishing a periodical (L'Ecole),

and is organizing three day-meetings a year on pedagogy.

Last, but not least, a whole series of schools is already putting the Decroly method into practice; others are basing themselves on the general principles of the new education as outlined above. Apart from the Ecole de l'Ermitage, already indicated, I will mention Mademoiselle Hamæide's school at Brussels (she is well known to readers of *The New Era* as the original collaborator of Dr. Decroly), the communal schools of the Cantons of Tubize, du Tournaisis, du Borinage, of the districts around Liège and Luxembourg, and amongst others, those of Cuesmes, Framaries, Meix-devant-Virton, Stourmont, Anglier, Jemeppe-sur-Meuse. A complete list would take pages.

The question of the renewal of

primary education has perhaps never been so much in the forefront of men's minds as it is to-day. Wherever one looks, in the sober offices of the Ministry of Public Instruction, or in the brightness and happiness of a classroom, everywhere one sees evidence that this necessary revolution has already won the day.

The most diverse educational circles are already harnessed to this same task. We are witnessing an up-surge of ideas and an abundance of interesting and generous-hearted undertakings which do great honour to a teaching body whose material difficulties have been unable to quench either their courage or their devotion.

Belgium, the land of experiment, offers proudly to the world the contribution of its labours.

Plans for Educational Reform

H. Lorent

THE schools of Belgium are either public institutions, controlled by State, province or commune, or they are independent establishments, controlled usually by the Catholic clerical authorities, bishops and religious communities. The latter are the only authorities entitled to control their schools. This article relates only to the public schools whose eventual reorganization will be the task of the Legislative Chamber or of the Minister of Public Education.

The Ligue Belge de l'Enseignement (founded in 1864) studies educational reform in the light of the work of Dr. Ovide Decroly¹ (well-known to many of our readers) and of such principles of the new education as are universally applicable. These include the Activity school, the school in contact with life outside, various techniques for individualizing teaching, and a high regard for the all-round development of a child. The findings of this body, with which the author is closely associated, will form the basis of this survey.²

Nursery Schools

Voluntary nursery school educa-

tion is available for children from three to six years in day nurseries and later in kindergartens. In the best of these the educational method is well adapted to the psychological requirements and activities of young children.

In Belgium, where popular speech is strongly modified by dialect, it is usually in the kindergarten that children start learning the language (French or Flemish) in which they are to be taught. By means of endless discussions about every-day things, the teacher accustoms the children to spontaneously correct speech, without obliging them to copy adult or written language prematurely. The language he has learned at home evokes for each child such a background of practical or emotional experience that it can only gradually be eliminated as he matures.

The other activities of the nursery school aim to educate the children's senses and imagination and to discipline their egotism. Far too many nursery schools are still linked with the primary or middle schools in towns or urban districts. Their conditions are such that the children never see ripen the corn

from which their bread is made, nor meet, unless outside the slaughter-house, the cow whose milk they drink. It would be a good thing if the administration of such schools should trouble to move them to the outskirts where the school environment itself would be most educative, and would have ample room for a garden.

Primary Schools

Education is compulsory and free for children from 6 to 14, and its general nature has been formulated in the 1936 Plan. According to the law, the direction of these primary schools is under the responsibility of the local authority. The practical application of the Plan has been authoritatively described by Monsieur Verniers in the foregoing article.

Classical Secondary Schools

In Belgium we have both classical and modern secondary schools, which we will consider in turn.

Entirely classical secondary schools are called 'Athénées' and offer their students a six years' course, normally from 12 to 18, divided into two parts: one, the Humanities with Latin and Greek; the other, the modern Humanities, in which modern languages replace the dead.

The former paves the way to all the higher studies; the latter

¹ Hommage au Dr. Decroly, Bruxelles, 1932. Congrès Decroly, Bruxelles, 2-4 septembre, 1945.

² Document No. 116 (Buts et moyens de l'éducation civique à l'école).

Document No. 117 (Bases sociales et péda-

gogiques d'une réforme organique de l'enseignement).

Document No. 120 (Réforme de l'enseignement public belge) première partie.

Publiés par la Ligue de l'Enseignement (Bruxelles, 1945 et 1946).

prepares only for university courses in pure and applied mathematics and for commercial and agricultural higher educational establishments.

Compulsory subjects are: the national languages (French and Flemish), the ancient languages (Latin and Greek) or modern languages (English and German), history, geography, mathematics, physics and biology, drawing, singing, gymnastics and athletics. For nearly a century, however, views on the theory of literary and scientific education respectively, have been sharply at variance.

Whilst the former still confines itself to the study of certain masterpieces, the Science curriculum (from History to Biology) is constantly being enlarged. As a result, there is an overload on the learning capacity of the young; they cannot take in all the material presented to them. The curriculum in the social and natural sciences can only be covered if pupils sit docile, listening to verbal instruction in sterile formulae which then have to be learned by heart. There is no time for experiment, reflection or inductive reasoning, which constitute a true scientific education.

For at least half a century, we have had repeated complaints of the overtaxing of pupils and of their lack of general culture. A timid attempt was made in 1926 to lighten the curricula, but it lasted only two years, until the introduction of the present curriculum in 1928.

The expression 'general education' or 'culture' is used variously. Too many understand by it a body of knowledge mastered once and for all by anyone with any pretensions to be called a cultured person—as if culture were a completed process and not a thing of gradual and persistent growth. There is no such thing as a completely cultivated human being, but whereas some increase their knowledge and understanding throughout their lives, others seem to reach a level beyond which they cannot progress.

The problem of the general education of young people of twelve to eighteen is primarily a problem of the state of culture to which they can attain in their secondary studies. This state can be determined by finding out how literary and scientific subjects can be employed to awaken a thirst for

knowledge in the eighteen-year-old, and what groundwork will give him a fair chance of carrying his studies further.¹

Literary education seems to be on the eve of solving this particular educational problem. The teacher introduces his pupils by degrees to increasingly difficult material, starting with short, simple examples of creative writing, and going on to selections from Virgil and Homer, scenes from Molière and Shakespeare, the orations of Cicero and Bossuet. He brings them to an understanding of these by a detailed commentary. This commentary, often discursive and made without haste, may cover only about 80 lines of the Aeneid, but it will have brought the pupils to a point where they can go on by themselves to appreciate the rest of the work, for it will have provided them with a fruitful and profitable line of approach.

If the almost limitless field of literature can thus be made accessible to eighteen-year-old pupils, why should not the equally extensive mass of material on world history and geography, and on natural science be made accessible to all who are interested? And who is not interested in some fragments of this mass of knowledge, either by reason of his work or out of mere curiosity?

Mathematics have the advantage that the wealth of symbol that they deal with needs no working material other than pencil and paper. The physical and natural sciences, on the other hand, entail the use of a greater quantity of material for study and research, but this material is universally accessible. It is sufficient for the student to observe and consider it in the light of his experience, in order to acquire a knowledge of his subject that can be further developed later on. The pioneers, Pascal, Ampère, Faraday, Lavoisier, Spallanzani, Pasteur, have taught us how to break down the barriers of ignorance and prejudice and to build up a lasting scientific doctrine, whose interest is apparent in every moment of every-day life. The early experiments of these investigators are usually simple and easy to repeat, and surely it is more inspiring and

more instructive to re-live in a few days the life of research and discovery of some scientific genius than to learn from a book the abstract and impersonal formulae which constitute his results.

In such educational matters as manual work and drawing, there is no risk of overtaxing the mind, for it cannot work faster than the hand it guides and controls. This is true too of experimental work and of observation, where the eye and mind move forward with the phenomena observed and where the mind is disciplined through activity and achieves initiative and perseverance. A mind formed in this way is surely the most likely to become that of a cultivated man.

The Secondary School Study Plan, whose general lines we have been discussing, imposes certain limitations on the number of subjects to be studied. Each class, teacher and pupil must be given much freedom of choice as to which subjects they will specialize in. If pupils are enabled to grasp the common method applicable to the study of cognate subjects they will be able to tackle *new* subject matter dispassionately and confidently, accepting or questioning new data as circumstances dictate.

Secondary School Training, Modern Side

Technical, commercial and agricultural colleges have been established during the last 75 years, in order to provide the major industries with skilled artisans and industrialists of both sexes. Their primary objects were purely practical and they have neglected that part of education which encourages the development of the man with a social conscience, the good citizen, the full man. The modern school was considered by many as second-rate schooling, designed for misfits who could not adapt themselves to the classical curriculum. This unfavourable and unjust prejudice has handicapped its development.

Candidates for the two forms of secondary education should be selected on the basis of their mental reaction to abstract knowledge. Candidates fall into two groups: those who, acquiring new knowledge, ask themselves how it serves human activity, so moving spontaneously from the abstract to the concrete; those who spontaneously

¹Document No. 105. La réforme de l'Enseignement moyen (la Ligue de l'Enseignement, Bruxelles, 1937).

EDUCATION IN THE SECONDARY MODERN SCHOOL

By J. J. B. Dempster, M.A.

With a Foreword by Sir Fred Clarke

3/6 net

YOUNG FARMERS' CLUB BOOKLETS

No. 17, Farm Figures

No. 18, Farm Reckoning

each 1/- net

A free 24-page pamphlet, "School and Countryside" (postage 2½d) suggests ways in which the Young Farmers' Booklets can be used in schemes of rural study.

INSIDE LIVING ANIMALS

By I. Sanderson, B.Sc., Ph.D.

Biology with cut-out models

2/- net

THE PILOT PRESS LTD
45 GREAT RUSSELL STREET, LONDON, W.C.1

associate the new knowledge with other knowledge, equally abstract, and seek to co-ordinate the two into a coherent system. The first group are unsuitable candidates for the modern school, the second for the classical school.

Nothing really justifies our confining non-academic children within the narrow bounds of vocational training; they have a social rôle which it is important that they should bear perpetually in mind. Like the products of the classical schools, they will be citizens, voters, elected representatives—all tasks for which they must be prepared by the modern schools. These have tried hard to undertake this educative mission, but too often they have believed success to lie in introducing into the modern schools parts of the curriculum of the classical schools. The secret of success lies elsewhere. The avocations for which these schools prepare should be the focal points of interest. The production of consumer goods, the organization or control of production and distribution, are

all linked to the recognition of human needs and human resources. Herein lies the clue to the cultural aspect of vocational training.

Pupils of fourteen who have done with compulsory schooling constitute the modern school population. They are capable of observing and describing orally and in writing the customary things in their social and working milieu, also of recounting which human needs are served by these things. By these means their power of expressing themselves is enriched, and this will benefit not only their education but the social contacts for which it is a preparation.

Everything connected with a trade has a past and a future. Raw materials, tools, the technical products and processes, all have their history and geography which will interest the pupils if they are seen to have a bearing on their activities. Take, for example, a sample of a rare wood brought to the workshop: what warehouse does it come from? Who supplies this warehouse? What kind of transport has brought

it from the forest in the Congo where it was felled? What men have handled it since it left the forest? What are the natural and social conditions of their lives? What links has their civilization with ours? We are now in a position to discuss Belgium's colonization of the Congo, with all the social and political implications of colonization in general; and thence to debate the future of this form of symbiosis among peoples, a future which newspapers discuss daily in their columns without evoking much public interest in the matter.

It is time to bring this general survey of Belgian Educational Reform to a close. Nursery and Primary education are already progressing on sound lines. Secondary education still needs to revise its procedures. Effective reform will ensure that by about eighteen, young people are equipped in such a way that they wish to reach ever higher levels of culture—a richer intellectual and emotional life and more effective modes of social living.

The Training of Secondary School Teachers

Professor Fr. Closset

Professor of Education at the
University of Liège

FOR the last ten years the Belgian Universities have undertaken to initiate future secondary school teachers into the mysteries of their trade. They have carried out this work with growing success, in spite of very difficult circumstances. This does not mean that pedagogy has found an unchallenged place in the learned world. There is a modicum of truth in the common saying: 'you cannot teach anyone to teach'. Even a thorough knowledge of all the techniques, methods and procedures of teaching has never been able to make up for a lack of culture, of personality, of good sense and thoughtfulness. Furthermore, too much theory can be harmful. Yet a lack of proper training in its teachers can be a grave danger to the young, who must be prepared and armed for life. A great scholar, however deep his culture, his learning and his intelligence, is not necessarily a great teacher, and even a born teacher requires an initiation, both technical, theoretical and practical, into his career, just as does any other aspirant to a learned profession.

Any man who intends to earn his living by teaching should be able to undertake collective duties and responsibilities which inevitably devolve from his chosen employment. He must be both a researcher in pedagogy and a scholar. Not only must he know thoroughly the material which he has to teach, but he must also know how to decant it, how to present it and render it assimilable by his young audience, in such a way as to avoid for them all loss of time and all useless effort. The poor results of many teachers' work cannot be imputed, as many seem to think, to a general decline of intelligence in secondary school pupils, but rather to a superficial and mechanical pedagogy. For lack of a living and intelligent interest in pedagogy, for lack of well-documented researches carried out conscientiously in a critical spirit, teachers do not realize the weaknesses and the gaps in their work; they do not realize how dull and somnolent their teaching techniques have become.

The only teaching method which can attain its end is a method which remains rational, conscious and well-reasoned, both as a whole and in all its details, and which takes into account both the reality of the facts it is trying to impart and the psychology of the child. A method which is to arouse interest and build a durable framework of knowledge must make a constant appeal, both to the senses and to all the mental faculties of the child, for memory can only work effectively if grounded in observation, reasoning, and the association of ideas. Any good teaching technique must base itself on the natural order which leads from perception to the assimilation of knowledge, and which transforms knowledge into power. Only the teacher who can apply these unchanging principles of pedagogy to his own subject will achieve his true aim and avoid, as he must do, all loss of time and all useless effort on the part of the pupil.

It has been truly said that teaching is an art. But a good painter has not become what he is without initiation in the mysteries of his trade. It is thanks to research and to enlightened reflexion that one reaches maturity in one's subject, that one achieves psychic vitality and discovers a vocation. It is the same with the teacher. It is true, up to a certain point, that you cannot teach anyone to teach, but this slogan does not entirely hold water. Those who believe in it become at worst, bad teachers and at best, less useful to the youth whom they serve than their intellectual and moral quality would lead one to expect.

This view needs no other confirmation than the words of Inspector-General Goemans who, after twenty-five years' service, had the courage to write that he had witnessed the opening of many promising careers in the art of teaching (at the time when the University took no interest in pedagogy) but that he had never seen one in which the trial stroke was a master stroke.

The Inspectorate of Secondary Education in Belgium established, through ministerial circulars in

1898 and 1899, a professional training for young graduates who were intending to teach. This was a fruitful idea at the time, but its results fell short of what had been hoped of it. The young graduates had frequently no idea of methodology, but at times they had a fresher and more realist educational vision than their lecturers. Arguments about method ensued. Moreover, the training course was often diffuse and fragmentary.

Immediately after the 1914-18 war, difficulty was caused by the presence in school of so many young teachers who were without tradition, lacked access to teaching sources and were not even familiar with the subject matter they were supposed to teach, especially in modern languages. The Inspectorate therefore drew up for these 'inexperienced' teachers general and specific instructions in method, and teaching notes were attached to the official school programme. This was a wise reform, which did, to a certain extent, improve matters. Meanwhile, the training course described above had fallen into disuse.

In 1929 a Law was passed instituting university degrees in teaching for young graduates who wished to enter the profession. The theoretical studies prescribed were:

- (a) Experimental pedagogy
- (b) History of education
- (c) General methodology
- (d) Special subject methodology for the secondary school curriculum

Candidates for this teaching degree are obliged to have had secondary school teaching-practice, during at least a year, under the direction of their lecturer in special methodology. Candidates are also required to give two public lessons on subjects suggested by the examining Board. Finally, the young teacher, before being definitely appointed to a post, must do a course under an experienced teacher or 'mentor', who is chosen by his prospective Headmaster and by the school Inspector.

Needless to say, this University Course does not give all the benefits which it might. The organization

of any post-university training meets with numerous difficulties. By no means the least of these is the choice of the 'mentor'. The new-comer gains too often only a negative advantage by listening to another man's lessons. Moreover, it is impossible to organize a rational and consistent training for a young teacher who himself has a full time-table, which usually overlaps with that of his 'mentor'. But however one may criticize it, the law of 1929 was an important milestone in the road of progress.

Yet the fact that the student is legally entitled to study for his degree and for his Teaching Licence at the same time, has obliged the University Faculties to safeguard their degree courses often at the expense of the courses in education and in the theory and practice of teaching, which were reduced to a maximum of two or three hours a week. Only a few hours in all were allocated to each of the theoretical studies: experimental pedagogy, general and special methodology. The history of education took the lion's share—whilst a few hours (five for each subject) were consecrated to teaching practice. This is enough, as a matter of fact, for candidates with a particular gift for teaching. But it must be confessed that it means that most trainees are left to their own devices on the threshold of their profession. If they have character enough to persevere in the road which has been outlined for them, some of them can arrive quickly at a true grasp of their art, and can escape any very disastrous experimentation with their pupils. But these cases are the exception.

One can well understand the attitude of the Universities. The primary task of the university is to produce scholars, and nothing can be allowed to prejudice this task. Hardly any of the students wish to prolong their studies and they all stand by their legal right to prepare their teaching degree during the last year of their ordinary degree course. The teaching degree might well have proved an imposition if candidates had been obliged to increase their teaching practice so as to attain all that could be demanded of them in educational maturity, or to gain the full benefit of their training. The time devoted to the teaching degree was therefore

perforce limited and the professors have to content themselves with evoking the inborn good sense of the candidates and directing it towards the most important problems, pointing out the essential elements of their profession, without which no amount of intellectual vigour could make their work constructive, and giving them an elementary notion of how to work out for themselves a method which would be both rational and conscious, both as a whole and in its details, by which their pupils might be spared any waste of time and any fruitless effort.

But a teaching degree reduced to this bare minimum cannot give all the results expected of it. More time and more space are needed. It should take place *after* graduations. And in any case, how many students are capable of carrying out at one and the same time the studies needed for a teaching licence, the preparation of a thesis, and the degree course itself?

Furthermore, the exigencies of the candidates' own time-tables and those of the time-tables of the 'old hands' who are their mentors, make it impossible to this day to supply each young teacher with a 'mentor' capable of effectively guiding his first steps. It would be necessary for the Ministry of Education according to the recommendation of the Lecturers in Methodology, to nominate each 'mentor' and thus to have under their control the teachers in each practice school. These should either have been trained by the said lecturers, or should at least be working in a spirit very similar to their own. And furthermore, the student teachers' time-tables would be so arranged that they could easily follow a whole course, and so gain an organic and rational view of the work. If all this could be ensured, we should have conditions which are interesting and favourable for student teachers, who would no longer risk being confused from the outset by divergences of method.

As things stand at present under this limited régime, the theoretical training of students is necessarily reduced to a rough initiation into each of the main subjects. We know, moreover, that practice which is not illumined by a substantial and co-ordinated knowledge of theory, cannot quickly achieve its

aims and even runs the risk of never achieving them fully. Can we allow the young teacher to start his profession in inevitable ignorance of the organic construction of secondary education and therefore lacking any ability to interpret his own work?

The young teacher must surely be allowed time enough to work through the bibliography relevant to the problems of his every-day life and to examine and criticize with his professors the methods and text books which he will have to employ as soon as he starts work. How else is he to get to the bottom of the subjects under review and make his lessons more interesting?

The specialist who is in charge of student teachers must have time in which to review rapidly with his students the practical problems presented by each section of their subject matter, and to show the rôle of each in the whole teaching process. He must have time to discuss each from the point of view of presentation and assimilation and the control of knowledge, to draw the attention of the candidates to the difficulties presented by the subject matter, to the exercises needed to master these, etc.

Can we allow the number of hours spent in teaching practice to be fixed from without, with no reference to the aptitude of the students, who are often left high and dry before they really attain the desired result. It is really essential that student teachers should 'practise' each step of their training course, in a rational, varied and carefully directed manner, if we wish to make any real difference to their behaviour as teachers.

Future teachers must be given time for practical study of the mother tongue, for every teacher, whatever his subject, is at bottom also a teacher of the mother tongue. This study should also include phonetics and a correct pronunciation. Yet, in this country, an official, who in other respects is a man of goodwill, has indicated in a ministerial circular that every would-be teacher should be excluded if his pronunciation and diction are not perfect. This would be unjust. It would be possible for a student to pass all his university examinations throughout a four years'

Junior four

Articles, stories and illustrations

Lively and informative reading for boys and girls between 10 and 16, covering a wide range of subjects.

net **3/6**

Children's Digest Publications Ltd.,
64 Great Cumberland Place, W.1.

coming March 24th

the Contents include

- THE BOAT RACE
- SCIENCE SURVEY
- LET'S GO DIVING
- FIDDLE-DE-DEE
- WHEN YOU READ THE PAPERS
- THESE ARE CATS
- AS OTHERS SEE US
- GRAND CANARY
- JUNIOR INTERNATIONAL LETTER-BOX
- JUNIOR PICTURE GALLERY

course, and then be failed for a faulty accent.

So the course on phonetics and pronunciation should be made obligatory. Moreover, it is indispensable, for how can a teacher be expected to guide and correct the pronunciation of his students if he has no notion of phonetics, and if the only tool at his disposal is imitation. For it is well known that pupils with auditory memory are extremely rare in any class.

Thus, in spite of the praiseworthy intentions of the law-makers, we must still achieve a new attitude to the question of the university training of teachers, and must introduce certain reforms. These are already in the air. Many people are uneasy, however few may be really aware of what is going on. It is deeds and not words that count; there is no easy solution to what we seek; the most ingrained pedagogical slogan needs to be verified and thought out anew.

Everybody, except of course, those with vested interests in the matter, is agreed that the degree course should be separated from the teacher's certificate and that the latter should be given more

substance, a greater amount of time and better working conditions.

Just before the war, the Minister of Education, Prof. Jules Duesberg, was putting the finishing touches to an Act designed to separate graduation from the teaching certificate. In this at least a term was to be exclusively devoted to teaching practice, after graduation. This reform would have made possible a wider training, theoretical, technical and practical. This plan examined again the 1929 syllabus, added a course in phonetics and pronunciation in the spoken language and, where necessary, in modern languages. Unfortunately, the war buried this plan in the files.

Whilst waiting for it to be resuscitated a circular has taken up vigorously the question of a post-university course for all graduates not yet definitely appointed to schools. I have already pointed out certain deficiencies in this method of rounding off teacher training. I see others, but they form part of another story.

Meanwhile, authoritative voices have given public recognition to the real benefits of the law of 1929.

Only rarely does one hear some irresponsible person deny these. One also hears many attempts to interpret fruitfully the plans of Duesberg. And there is no doubt, given certain reforms in the law governing teacher training, that future secondary school teachers, fully trained in all that regards their special subjects, will give good results. These will derive directly from the social mission of the university and will contribute to the common good.

My colleague, A. Poissinger, sums up his own views thus: 'The training of teachers for classical secondary schools and lycées, should be filled out by a fuller and more varied course, in real classrooms obviously, and by the addition of theoretical courses in psycho-pedagogy and, above all, by the study of adolescence and its evolution; an outline of experimental psychology and pedagogy; hygiene and school legislation; phonetics, pronunciation and diction; exercises in methodology, including the interpretation of the syllabus; exercises in the mother tongue . . . ; in fact the whole duty of the teacher. These branches of the curriculum would replace the optional courses.'

'The qualifying degree for teaching in secondary schools would be done at the same time as the first and second parts of the degree course.'

'In this way, the teacher-training undertaken by the university would form the serious initiation into the duties legally imposed upon them . . . And young teachers from the outset would be in a position to teach without endangering either their pupils or their own prestige.' (*A propos de la Reforme de l'Enseignement*. Sclessin, 1946.)

The Theatre and the Training College

Etienne Vandersanden

Director of the
'Comédiens Normaliens'

THOSE who strive for mankind's cultural revival, inevitably find themselves becoming absorbed in educational problems. The majority of reform projects to-day are based on the belief that the school should be organized 'for life and by living', and particular consideration is given to all kinds of dramatic activities.

The normal activities of the child represent a response to an urgent need. Recognizing this, modern educationists make a constant appeal to action, movement, verbal expression and direct observation. 'Dramatic play'¹ in school seizes upon and develops the child's spontaneous, though primitive, games. This method owes much of its success to the fact that it respects the child's own ideas and maintains the essential qualities of a game, *i.e.* action, spontaneity, enjoyment and team spirit.

In addition to these dramatic games performed by the children, there is the Children's Theatre,

In 1938 Monsieur Verniers proposed the formation of a troupe of Student Players at the Charles Buls Training College in Brussels. The experiment has been a great success. The troupe has put on some excellent plays for children, and particularly for adolescents. It has given more than 625 performances and plays in schools, colleges, recreation grounds, convalescent homes, castle courtyards, by the light of camp fires and in theatres. It performs in Brussels, in the most important towns in the country and in the smallest villages; it has twice visited Paris and has toured Switzerland.

The students of the Charles Buls training college who spend two or three years with the troupe learn much which stands them in good stead in a teaching career.

I have seen what great advantages to the teacher's professional training can be derived from work in the Children's Theatre. Without exception, the students who have had experience in the Children's Theatre have proved, even in their qualifying examinations, that they were far better able than their untrained

fellows to interest children, to capture and hold their attention and to give them a clear grasp of the meaning of words, thoughts and ideas. This is mainly due to their having acquired poise and charm of manner, purity of diction, the ability to express the subtler shades of meaning, a flair for mime and finally a certain zest which communicates itself to the class as a whole.

It is for these reasons that I have always hoped that the greatest possible number of students in training should gain some knowledge of the theatre.

The Children's Theatre achieves a number of aims. It fulfills a social function in itself as well as providing the student with a valuable leisure-time occupation. The Children's Theatre aims to create an aesthetic atmosphere, one capable of reaching the heart and spirit of youth through the spoken word, through movement, music, costume and scenery. Imaginative fiction is strongly persuasive. A knowledge of life and ideas of citizenship and solidarity, difficult to inculcate by precept, are easily assimilated through a theatrical interpretation, for the action on the stage provides a living example, it condenses and analyses events which may have been spread over a long period.

In the intellectual field, the Children's Theatre serves the cause of imagination and reasoned thought. Need one repeat that creative imagination is one of the highest functions and is too often neglected, if not stifled, in the traditional type of school?

By weight of its influence, as well as by its versatility, the Children's Theatre should have a place in any school reform.

Without Jacques Copeau, founder of the Vieux Colombier theatre and school in 1913; and without Lord Baden-Powell, father of the Scout Movement, the French and Belgian touring players and the Student Players could never have come into being. Jacques Copeau has infused an entirely new spirit into the Drama—or perhaps it would be more correct to say that he has brought about a return to the healthy tradition of ancient Greece

and has revived the burlesques of the Middle Ages and of the 16th and 17th century 'Commedia dell'Arte'.

The child is far from being an adult in miniature. It would, therefore be ridiculous merely to scale down the adult theatre for children. Adaptation to the child mentality is the crucial characteristic of the methods of the Student Players. This does not imply puerile acting and inferior production. It is possible to choose themes easily comprehensible to the child mind and to do them full justice by means of beautiful enunciation, graceful movement, simple but imaginative music and appealing colour and lighting. One great value of a children's show is that it allows the adult who has retained some of the freshness and vivid imagination of youth to share the emotions, pleasures and enthusiasms of the young.

There is no shortage of actable material. While avoiding the banal it is possible to bring to life the heroes of legend and history, recalling them in the light of contemporary events, and to delve deeply into the world of fantasy. This does not imply a lack of realism, for even in fiction, there must be a logical development of the plot.

The Student Players use a similar approach to that of the *dell'Arte*. They create an intimate atmosphere, talk to their audience, get them to sing and generally bridge the gap between stage and auditorium. With children, gesture is more powerful than words; it is more evocative. Dialogue, in fact, only serves to underline the action. Thanks to his natural receptiveness, the child readily identifies himself with the purpose of a play; he (takes) sides with the good against the evil. Children detest moralizing for moralizing's sake. It is, however, essential for the players to grasp the full implication of the work and the influence it is bound to have on a youthful audience, for children demand an essentially moral fabric behind events.

A young audience is highly appreciative of good music and beautiful costume. On the other hand, it has been found advisable to reduce scenery to the bare minimum needed to suggest the scene of action in the imagination of the spectators.

¹*Jeu Dramatique et Education* by MM. Moquet, Vandersanden and de Boeck. Brussels, 1946.

THE BACKWARD CHILD

SIR CYRIL BURT, M.A., D.Sc.

Thoroughly revized in the light of psychological experience and developments during the war years, this new edition of **THE BACKWARD CHILD** emphasizes that one of the most urgent tasks to be faced during the period of post-war reconstruction is the treatment of the backward child.

The book follows the same general plan as Professor Burt's earlier—and equally famous—work on “The Young Delinquent.” It is of especial value to teachers, school medical officers and all interested in the welfare of the child.

Illustrated.

New Edition, **25/-** net

A YEAR'S COURSE IN SPEECH TRAINING

ANNE H. McALLISTER, M.A., Ed.B., D.Sc.

This book, by the author of “Steps in Speech Training,” is designed primarily to meet the needs of student teachers, but it should be of use to all who are concerned with the training of the voice and speech for public speaking. Many types of speech defects are discussed, such as those resulting from defective hearing, defective speech organs, language difficulties and emotional disorders.

It will be found within the scope of older secondary pupils and should prove a convenient textbook for all speech-training classes.

New Impression, **6/-** net

UNIVERSITY OF LONDON PRESS LTD.
WARWICK SQUARE **LONDON, E.C.4**

Higher Education in Belgium

Professor V. Bohet

THE chief value of higher education in Belgium is its scientific spirit—that is, its aim to cultivate a scholarly and intensive mastery of human knowledge. In practice, in Belgium as elsewhere, the institutions devoted to this branch of education have as their immediate objective the provision of the necessary scientific preparation needed for liberal careers, such as law, teaching, medicine, engineering, as well as the more important careers in the diplomatic and consular services, in commerce and industry, in the colonies, and in finance.

An important law was promulgated on May 21st, 1929, which introduced innovations in the curricula, and also clearly indicated that the primary function of a university is of a scientific order. It instituted a new degree, that of *agrégé de l'enseignement supérieur*. Article 39 of the law defines its purpose in the following terms: 'No one may exercise a profession or a function for which a university degree is required by law if he has not obtained that degree in conformity with the law.'

But the law also adds to the above one more degree, that of *Agrégé of Higher Studies*, which cannot be obtained unless the student already holds one of the other degrees, but which in itself has no legal status. The creation of this degree clearly demonstrates the desire of the legislator to aim higher than the training of doctors, barristers and dentists. There is an increasing and marked endeavour to encourage the training of research workers (*chercheurs*). Evidence of this spirit is to be found in the inclusion in the curriculum of much subject matter possessing little 'vocational' interest, in the considerable scope assigned to research work under expert guidance, in the large number of 'optional subjects' permitting students to multiply the channels of research, and, finally, in the obligation imposed on future doctors of philosophy and letters to present and defend 'an original piece of work constituting a contribution towards the progress of science'. Under the new system professors are granted as far as

possible the leisure necessary to pursue their research.

BELGIUM has four universities, two maintained by the State (at Ghent and Liège) and two private (Brussels and Louvain). Under the constitution which guarantees freedom of teaching, degrees granted by the universities, whether public or private, should be equal. But the State may, for the practice of certain professions or public duties, impose certain regulations governing the admission of students, the length of courses, and the requirements for examinations. There are thus recognized two types of degrees, those whose conferment is regulated by law, the statutory degrees, and those conferred by the universities, the academic degrees, which have no legal status. The statutory degrees may be granted by free as well as by public universities. To receive recognition as a university, an institution of higher education must have at least four faculties; including philosophy and letters, law, physical, mathematical and natural sciences, medicine, surgery and obstetrics, each giving the subjects required by law for examinations. Before obtaining legal validity, diplomas must have been ratified by a Government commission.

To be admitted to university examinations a candidate must produce a certificate attesting the successful pursuit of six years of secondary education with specialization in classics for the entrance to the faculties teaching philosophy, letters, history, law, natural sciences, medicine or pharmacy (since 1946 the knowledge of Greek is no longer compulsory for entering the Faculty of Medicine), and with specialization in modern subjects for entrance to the study of mathematics and engineering. These certificates are attested by a jury appointed by royal order and including public and private school teachers. Thus the same standards are imposed on all. Students who have not pursued a regular school course may supplement their certificates with an examination.

The period prescribed for univer-

Doyen of the University of Liège

sity studies for every final degree is as follows:

Doctor of Law: Three years in addition to the two years of *candidature* for philosophy and letters.

Doctor of Medicine (Surgery and Obstetrics): Four years in addition to the three-year *candidature* for natural sciences.

Licence in Dental Science: Two years in addition to the three-year *candidature* for natural sciences.

Chemist: Three years of study (including one practical year) in addition to the two-year *candidature* for pharmaceuticals.

Civil Engineers: Three years in addition to a two-year *candidature*.

Doctor of Philosophy and Letters and Doctor of Science: One year after taking the degree of *licencié*, which in its turn involves two years of study following a two-year *candidature*.

Licence in Philosophy and Letters, sub-divided into five groups: philosophy, history, classical philology, Romance philology and Germanic philology.

Licence in Sciences, sub-divided into seven groups: mathematical sciences, physical sciences, chemical sciences, mineral and geological sciences, botanical sciences, zoological sciences, and geographical sciences.

The degree of *Agrégé* of higher studies, the new degree instituted by the law of 1929, may be obtained after two years of supplementary study following those mentioned above.

The law also fixes the programme of examinations, but the wording of this law allows plenty of margin. The legislator has confined himself to enumerating the various subjects and allows the professors complete liberty in their conception of their work and choice of subject matter.

Of the two State universities one (Ghent) is Flemish, the other (Liège) is French, and the theoretical or practical course of instruction is given at Ghent in the Flemish tongue and in French at Liège. At Ghent, however, the course in history of French literature is given in French, whereas the course in history of Flemish literature is given at Liège in Flemish. The courses connected with Romance Philology are given in French at Ghent, whereas those dealing with Dutch philology are given at Liège in Flemish. In both universities

the courses dealing with German or English philology are given in the language forming the subject of the course.

Subsidies

The State pays all members of the university body as well as the expenses connected with materials, collections, and apparatus. Since 1931 it has once more shouldered the expenses involved in maintaining, improving and enlarging premises, which had hitherto devolved upon whichever city is the seat of the university.

In addition to this annual budget, the universities possess an endowment administered by a special commission under the presidency of the rector, consisting of a grant from the Commission of Relief in Belgium, which to-day amounts to about 21,000,000 francs. The revenue is set aside mainly for the needs of the members of the lecturing or scientific body, to assist them in their studies or personal research work.

Students

Students pay an annual registration fee of 76 francs, of which amount one-third goes to the rector, one-third to the secretary of the academic council, and one-third to the appariteurs (lecturers). In addition, the Treasury benefits by a registration fee of 1,000 francs which is paid by each student for the courses taken during one year of study. Students also pay a small fee for experimental work and an entrance fee for examinations (150-300 francs) for the benefit of the examiners.

Private Universities

There are two 'free' universities, Louvain and Brussels. The diplomas which they confer have precisely the same status as those of the State universities. They confer academic degrees for the four usual faculties. The organization of the University of Louvain places it under the authority of the Belgian Bishops, who, under the presidency of the Archbishop of Malines, form the Council of Administration, represented in the internal administration of the university by the Rector Magnificus with full powers. The Council of Administration appoints the professors and assistant professors.

The organization of the University of Brussels (the general philosophical trend of which is contrary

to that of Louvain) is much the same; the Council of Administration being composed of fifteen members chosen from among persons known for their zeal on behalf of the University. These 'free' universities are also in receipt of State subsidies. Since 1930 (Law of June 23rd) the total amount has been fixed at three-fifths of the credits set aside for the ordinary budgets of the State universities.

A number of special institutions are legally given equal standing with university faculties. These include the School of Mines and Metallurgy at Mons, the section of philosophy and letters in the Institut St Louis in Brussels, and the section of philosophy and letters and of natural sciences of the Collège Notre Dame de la Paix at Namur. The State recruits technicians for agricultural or forestry work from holders of the diploma of agronomic engineer as granted by the agronomic institutes. There are three: two State institutes (French at Gembloux and Flemish at Ghent), and one private institute attached to the University of Louvain. The Military Academy has as its object the training of officers for the infantry, cavalry, artillery, engineers, and for the transport corps. L'Ecole de Guerre gives future officers of the General Staff the knowledge and practice necessary for all the duties attached to the General Staff, and more especially the principles governing the conduct of war. There are also a Colonial University at Antwerp and a Textile High School at Verviers.

Educational Foundations

Reference must be made to scientific institutes which, without being regular schools, contribute enormously to the intellectual and scientific life of the country. There are some which, like the academies and museums, contribute directly to the work of scientific research; others, again, which contribute by providing research workers with the necessary means. Such is the case with the Fondation Universitaire whose influence on university and scientific life in Belgium has been, and still is, enormous. The same may also be said of the National Fund for Scientific Research and the Francqui Foundation.

The Fonds National de la Recherche Scientifique was established in April, 1928. The Fondation Universitaire and its principal

THE LING PHYSICAL EDUCATION ASSOCIATION

*BOOKS on DANCING,
GAMES, SPORTS,
HYGIENE and every
aspect of PHYSICAL
EDUCATION.*

*Our Book Department has
specialised in this work for nearly
50 years and will be very pleased
to advise you on the choice of
suitable publications or to help
you in any way.*

Call, Phone or Write to:

Book Department, Sec. A,
L.P.E.A., Hamilton House,
Bidborough St., W.C.1.

EUSon 1433.

officers performed a most important rôle in the organization and in the endowment campaign of the Fonds National. Under its charter, the Fondation Universitaire has the right to name up to fourteen delegates on the Council of Administration of the Fonds National.

The Francqui Foundation, established on February 25th, 1932, received substantially all its endowments from the Education Foundation of the Commission for Relief in Belgium (C.R.B.) through the Fondation Universitaire by the transfer of securities of a book value to the donor of \$1,000,000 or approximately 30,000,000 francs, at the franc value used has the right by charter to name three members on the Council of Administration which has twenty members at maximum.

The purposes of this foundation are to aid the progress of higher education and scientific research in Belgium and to complement the efforts of the Fondation Universitaire and the Fonds National de la Recherche Scientifique.

The initial and principal activity of the Francqui Foundation is the annual award of the Francqui Prize of 500,000 francs to a Belgian who has made an important and recent

GROUNDWORK

for

CITIZENSHIP

By FREDERICK R. KERSLEY. An up-to-date course of training in the elements of good citizenship, based upon practical experience gained by the author in both urban and rural schools, and which has proved to be well within the scope of average senior children. Teachers need no specialised knowledge of the subject, as this work has been designed as a handbook to guide individual study and research. About 3s.

PATHWAYS THROUGH TIME

By ERNEST W. BURBRIDGE. This book embodies a new approach to history since it inspires the young reader to make his own explorations into this fascinating subject and to build up his own little books. 1s. 6d.

PITMAN

Parker St., Kingsway, London, W.C.2

contribution to science in such a way as to increase the international prestige of Belgium. The Francqui Foundation also plans to award travelling scholarships for study in Europe outside Belgium to young men or women, graduated within four years from a university or higher school, who have already studied abroad for one year with success on a government scholarship or a grant from the Fondation Universitaire or the C.R.B. Educational Foundation. The amount of the stipend will be arranged to meet the needs of the beneficiary.

The Francqui Foundation has also made grants to the four universities to enable them to engage the services of exiled foreign scientists and, in rotation, to invite a foreign professor to join the staff for an academic year.

The Fondation Nationale du Cancer, established in 1933, under the joint auspices of the Fondation Universitaire and the Francqui Foundation is designed to aid scientific and clinical research on the origin, nature and treatment of malign tumours (this group includes the National Institute of Radiotherapy). Through the Union Minière du Haut Katanga, large amounts of radium, from five to sixteen grams, may be used in scientific studies. The main work is undertaken in the anti-cancer centres of the universities.¹

ONE of the many questions which preoccupy intellectual circles to a considerable extent is the problem of overcrowding in the universities. This state of affairs has become alarming, as will be seen from the following statistics. As regards the past, attendance for the academic year 1933-1934 of Belgian nationals at the four universities was sixty-six per cent. higher than that in 1913-1914. In the course of the two or three years that followed, the number of students was slightly on the decrease, which may to a certain degree be attributed to the drop in the birth-rate during the period 1914-1918. But the total enrolments in the four universities rose in the past decade from 11,038 (of whom 1,485 were foreign) in 1934-1935 to 15,307 in 1941-1942. (No statistics are available for later years, for the number of students had to be kept hidden from the Germans.) The number of women students also shows an increase from 1,523 out of a total of 11,038 in 1934-1935 to 2,040 out of a total of 15,307 in 1941-1942. The distribution by faculties and schools is shown in the following figures: philosophy and letters, 2,470; sciences, 1,024; law, 2,367; medicine, 3,434; theology, 68; school of commerce, 2,971; and technical schools, 1,640.

The number of degrees and diplomas awarded in 1934 was 1,240. In 1941 2,074 diplomas were conferred on graduates of the four universities and other institutes of higher education.

There is a variety of causes for this situation, among them the fact that many young people who try in vain to secure employment after having completed the secondary school course, now enter the universities; they prefer study to sitting at home in idleness. Another fact that explains the overcrowding in our universities is that the secondary schools are now attended by boys and girls who prefer the classical section to the modern one. For such boys and girls the only opportunity open to them, when they have completed their secondary school is to enter the university. How many of them are 'the right student in the right place', it is impossible to say;

¹ A new foundation was constituted a few weeks ago by the Belgian Government, with the aim of promoting scientific research in the fields of agriculture and industry.

but increasing numbers threaten to make laboratory work very difficult, chiefly in universities like Liège, where the laboratories suffered terribly during the Rundstedt offensive. The remedy of a *numerus clausus* is very unpopular.

UNEMPLOYMENT among intellectuals has already become a serious fact to be faced, particularly for those holding degrees in philosophy and letters, law, sciences, and applied sciences. A special commission, convoked by the *Fondation Universitaire*, investigated the matter in 1935, and came to the conclusion that the aptitude of those desirous of pursuing higher studies should be more severely tested; among other things, the commission suggested the institution of a leaving examination for secondary schools which should be a test of both the knowledge and the mental development of the candidate, or of an entrance examination to the universities.

As immediate measures the commission recommended that increased attention be given to standards of promotion from one class to the next in classical secondary schools. It recommended an increased number of teachers for classes of more than twenty-five pupils; at present classes of fifty and more students are not rare in primary and secondary schools. It also recommended increased grants to scientific institutions for research, and more co-operation in research; the appointment of technical councillors to the diplomatic staff of Belgium abroad; the use of university graduates to complete catalogues, inventories of books, and other similar tools for scientific and general research; and, finally, the organization of paid positions for young intellectuals as 'learners' or apprentices in public and private business. Up to the present, however, these recommendations have not been productive of results. The Commission found that, in general, trained men in chemistry were easily placed; that there were still opportunities for doctors of medicine outside the cities; that the highest degree of unemployment seemed to be among the graduates in philosophy and letters, in law, and in science, pure and applied; but that there were many possibilities in colonial careers.

Some Critical Notes on the Organization and Administration of Public Education in Belgium

Marion Coulon

Educational Adviser at the
Ministry of Public Education, Brussels

To be a critic', said Flaubert, 'seems to me an intrinsically ignoble occupation.' And indeed criticism in itself—an exercise in demolition—often appears to the serious reader as a rather vain and irritating game, which leaves the mind unsatisfied. As far as I am concerned at any rate, I value criticism only as a preliminary to reform, a necessary job for a mason, who must test the foundations and demolish shaky old walls before beginning to rebuild.

Limited by the general plan of this issue of *The New Era* I must confine myself to this job, which people are coming to think of as my speciality. I never cease to rebel against this false reputation, for, as a matter of fact, nothing pleases me so much as positive measures of reform and the responsibilities which they entail.

But on this occasion I resign myself the more willingly to the rather negative rôle which has been assigned to me because, having been able to defend my own plans in my writings,¹ I see that the positive part of this number of the magazine is in good hands.

That said, and putting aside the oaten pipe and lyre which sing of visions of the future, I will write my article with a Lictor's scourge !

The War between Church and State

Perfection is not of this world, and if it should ever take up its residence here it will not be thanks to official administration. Indeed nothing is more difficult than to get a little coherence and something of a family spirit into these great Government buildings, in which so many interests converge, diverse and often incompatible.

And what can be said in this respect of an administrative body such as our Public Education, which has been for more than forty years in the hands of bigwigs, disillusioned and adamant, whose dearest and avowed desire has been to suppress it for good and all ? At the end of the last century the great French pedagogue, Michel

Bréal, said that Belgium was the only civilized country he knew which conspired against its own Ministry of Public Education. Since then, and above all since the 1914-18 war, we have heard a trifle less about the eternal warfare between official and clerical education, but their rivalry at the level of the schools has never ceased, indeed it has increased.

Since they are never able to match their pupils in open combat with well-defined rules—for example in common examinations—the two rival forms of education are always reduced to exalting themselves and carrying on their defence by means of unsubstantiated statements and a pretension to superiority.

Recent events, by reducing all democratic forces to silence and inactivity, have struck a heavy blow at State education, although clerical education has profited directly from the results of certain internal reforms, from the relative freedom of action allowed to the Church by the occupying power and from all the works of mercy the clergy undertook during the occupation. As a result, State education is no longer in charge of even half of our school population, with the particularly grave accompanying factor that, in spite of everything, it has not abandoned its pose of long-suffering serenity ! These qualities usually betoken the confidence of a majority movement. Yet whilst clerical education has become a majority movement it has always preserved in the hands of the clergy the active urgency of a crusading minority.

This is not the place in which to discuss any proposed solution of the problem. At best we hardly dare hope for a 'gentleman's agreement'—certainly not, alas, for a conclusive peace. Indeed everything both in the nature and the aims of the two opposed parties, Church and State, makes us fear that they will continue to oppose one another in this field.

Leaving aside the frequent bitterness of mutual relationships, this troubled situation has certain ex-

treme practical drawbacks. For example, to-day one cannot open a butcher's shop or a cabaret merely by gathering a willing clientèle ; it is also necessary to conform to strict conditions of hygiene and public morality. Yet, as a result of the wholesale and romantic respect accorded to educational freedom as such, anybody, so long as he does not ask for a subsidy, can open a school, however poor the conditions. This ruling has led to an exploitation of the public, both through certain forms of 'Correspondence Schools' and through other undertakings.

Public opinion in these matters is so rudimentary that the mere fact of defending State education whilst one is employed in it is always liable to cause unpleasantness in certain circles ; whilst it is considered quite correct for State school teachers to send their own children to a church school of the same grade. In some places this is a fairly common practice. As though freedom of thought and of conscience entailed only rights and no duties !

The Language Question

From 1920 to 1940 the language question, or the rivalry between French and Flemish in Flanders, was the most painful nightmare of the home politics of Belgium. Based essentially on cultural considerations, it was to have fateful repercussions at educational and administrative levels. This movement has been made more acute by the awakening of narrow nationalist feelings which has marked recent events. It has resulted in the granting of equality of status in the two cultural zones, French and Flemish, but owing to an ever more marked duplication of public services, they are developing gradually towards autonomy.

Perspectives of Reform

The most serious reproach that can be brought against the general structure of our education is that it has been built up piecemeal, as circumstances dictated, and without any definite plan. The result of so

¹ Jeunesse à la Dérive. Ed. Silène, 92, Grand' rue Mons.

adventurous a development is its incoherence, ambiguity, and, above all, certain anachronistic privileges which certain portions of the curriculum still enjoy, *e.g.* Latin and Greek, which formerly constituted the common road by which gilded youth advanced towards culture and the liberal professions.

Given these conditions, farsighted men, the most generous of them as well as the most realistic, are faced with the absolute need for radical reform. But as can be imagined, they meet with much else besides approval, and the struggle over this question has become heated, both in Parliament and within the Ministry itself. The crux of the matter lies in the fact that the present system, with all its drawbacks and inconsistencies, profits certain people who have no intention of renouncing the advantages, personal and otherwise, which the situation holds for them. And since these people are often important and born in the purple, one can imagine how heavy is the weight of their opposition in the path of a young reform.

Unavowed factors of this kind make the essential facts of the conflict very difficult for an outsider to assess. The public discussions on this point, whether in Parliament or elsewhere, have a habit of taking place at two levels: first at that of those personal and political interests which are never mentioned, but which conceal major, permanent and irresistible obstacles to reform; and then, above ground, at the level of educational principles, which are always discussed with fervour, but which are carefully steered so as not to conflict with the interests indicated above. When, on the other hand, there is no conflict, it is childishly easy to discover in this arsenal of technical arguments some which will erect a solid and camouflaged defence around the interests of class or of an individual. This eternal human comedy! Here, as in La Fontaine, the wolf never furthers his plans so well as when he takes the trouble to clothe himself in a sheepskin!

The further one goes the more convinced one becomes that the statutory powers of our Public Education and its reform are among the most important social, political and economic problems that face the world of to-morrow. It is essential that the parties of the

Left in their turn should show some signs of having realized this. The events through which we have just lived have demonstrated to the blindest that a democracy runs great risks if it ignores the problems of youth.

A good way of sensing the spirit of renunciation which has long characterized our Ministry of Public Instruction, is to consider the fate of most of the procedures set up by our grandfathers to safeguard the future quality of their education: competitions in intellectual fields, official publications, the educational museum, etc. Now-a-days, in order to serve the needs of a cause which at last has begun to arouse the enthusiasm of its defenders, we find it next to impossible to restore these vanished institutions.

Ill-served from without, as we have seen, Public Education has often sinned from within through a lack of resolution and perseverance. Above all, it has suffered from a lack of that quality so dear to the English which we call 'realism' or 'pragmatism', and which consists in knowing how to assess present needs exactly, so that old institutions may be reshaped to meet them. Through insufficient seriousness, or through cunning, our predecessors, faced with a defective organism, have not always distinguished between the essential principle behind a measure and faults that may derive from its practical application. Time and again, we have seen them pointing out flaws in order to suppress without ado a service whose utility is generally recognized, and which could well have been made to function effectively. It is this habit of choosing the *easy* solution which has caused the suppression of all the great official boarding establishments, thanks to which our public education has been deprived of one of its surest sources of recruitment.

Weaknesses in the present Organization

Modern administrators, assessing the danger in the light of present needs, are concluding resolutely that reform is indispensable. The question is, will they be allowed to succeed in carrying it out? However well-intentioned, they still frequently resemble amateur sorcerers at grips with immense and irresistible forces, or in flight before them.

HARRAP

Learning Arithmetic by The Montessori Method

**MARGARET DRUMMOND,
M.B.E., M.A., F.E.I.S.**

This booklet is an attempt to present the elementary part of the Montessori method in such a way that it can be applied even by those who have not had a Montessori training. 2s. 6d. net

Statistical Analysis in Educational Research

E. F. LINDQUIST

This book is a clear exposition of the techniques of interpreting the results of educational research, and the terminology and examples used are those which are directly applicable to experiments within the field of education. One of the most important principles stressed in this book is that the task of analysis or interpretation cannot be separated from the planning of the investigation.

This is a book written for advanced students who already possess an elementary knowledge of statistical theory. 10s. 6d.

Teachers from the Forces

Edited by **M. M. LEWIS,
M.A., Ph.D.**

An objective and valuable report on the planning and content of the first experimental emergency training course for ex-service personnel at Goldsmiths College, University of London.

"Members of Emergency Training Colleges will be in general agreement with the principles of the book and other readers will find it a clear, constructive, and stimulating account of emergency training."

—*The Times Educational Supplement.*

6s. net

New Revised Stanford-Binet Tests of Intelligence

**LEWIS H. TERMAN and
M. A. MERRILL**

The publishers announce that they now have a limited supply of blue beads for Form L.

Price 3s. 6d. (plus 10½d.
purchase tax) per box

**GEORGE G. HARRAP & Co. Ltd.
182 HIGH HOLBORN,
LONDON, W.C.1.**

Just Published

EDUCATION AND THE COMMUNITY

J. L. Hardie, M.A., Ed.B.

This book discusses and describes the vista opened out by the English Education Act of 1944. The major proposals of the Act are here, as well as a full discussion on the possibilities latent in those proposals.

An invaluable introduction for parent or student to the progress and possibilities of the next ten years in Education.

Illustrated from photographs and diagrams
2s. 6d. net.

LEARNING TO LIVE

R. D. Waller, M.B.E., M.A.

What possibilities are there for everyone, at any age, to study for pleasure and profit? Who organizes Adult Education? Can it become a career and a life's work? How has it developed? Has there really been progress and expansion of opportunity here, as elsewhere in Education?

These (and many more) questions about Adult Education are answered in this book.

Illustrated from photographs and drawings.
2s. 6d. net.

ART & EDUCATIONAL PUBLISHERS LTD.

Actually, our present ministerial departments are suffering from the same troubles as most other institutions in a parliamentary régime. All were set up almost a century ago in the interests of an infinitely less complex society, in which Liberal influences made it seem proper to reduce State intervention to a minimum. This administrative machinery, born in such modest circumstances, must now honour pledges which become increasingly numerous and to which modern life tends to lend its own quickening rhythm.

The inevitable result of this thoughtless overloading of a narrow base is now apparent to all. The higher officials are regularly interrupted in the thinking out of fundamental matters by a ceaseless flood of small duties, which were tolerable in the days when they were infrequent, but have become really serious obstacles to any higher activity. In the Ministry of Public Instruction there is always a deplorable confusion of pedagogic and administrative activities, which could easily be separated and which should lie in separate if not in independent hands.

As a result of this same trouble we see junior functionaries, at first unaware of the new complexity of the machine, who can hardly take a step without bringing into action the whole enormous network of higher authorities. A division of work and of responsibilities exists barely in embryo. On the contrary

we have a universal centralization which is an out-dated inheritance from the simple, almost paternal administration of other days. To go back to La Fontaine once more, we see a frog who has become as large as an ox whilst preserving all the little whims and habits of a frog! It can be imagined how difficult it is to steer such a vessel. It is time that the captain—the Minister—gave the matter serious consideration.

Our Ministers

Our system of so-called 'proportional' representation, whilst depriving us of any large and stable parliamentary majority, has bestowed upon us since the 1914-1918 war a chronic instability which is perhaps the most dangerous weakness of the system. For in a democracy as elsewhere, no power can be really effective unless it is competent and can count upon a considerable term of office. In neither respect are we particularly well served.

In the first place, our Minister is often a well-intentioned amateur and this alone is serious, since in education, as elsewhere, general or technical problems are becoming more clearly defined and more complex.

Formerly, Ministers made up for this weakness by building up a staff of technicians, who formed the essential link between political power and administration. To-day this excellent custom is falling into disuse. Roughly every four or five months we see our Ministers changing their Department discreetly, as one moves house, and taking with them all their personnel, as Frankish chiefs changed their fiefs along with their vassals.

And then finally, in Belgium as elsewhere, there is a certain level in the hierarchy below which neither indignation nor protest have the slightest importance in the eyes of the great. As things are at present, a Minister hardly has time to instal himself and make himself aware of the principal problems of his office before his first enthusiasm dies down. Thence forward, all illusions extinguished, he thinks only of his resignation and of the steps he must take before his departure. It is not astonishing that under these conditions the general population feels lost, and even journalists make mistakes about the identity of a

Minister, attacking the Minister of the Interior for shortcomings in the Ministry of Education! Ministerial crises are wretched affairs which regularly weaken the reins of authority. Nevertheless, here as elsewhere, one feels one's time not to have been entirely lost if one has managed to get some of one's best friends launched in good positions. Thus, in Belgium as elsewhere, and in every Ministry, power can be used to promote the small interests of individuals as easily as for the salvation of great institutions.

The Problem of Personnel

This climate of favouritism is of long standing and we have only to glance at the higher reaches of our Civil Service, installed by former Governments, in order to realize that the pre-1914 Governments have no right to condemn their successors. One quite normal incident which took place then was the dismissal of our present Prime Minister from the Ministry of Education by the then Minister Schollaert because he was a Socialist. After this, it seems neither inopportune nor unjust that recent Governments have instilled some new democratic blood into our ancient and hide-bound administration. Up to the present we are far from being able to claim that a healthy balance of political opinions has at last been achieved in these high places, nor that democratic Belgium has a senior

SCIENTIFIC BOOKS

Please state interests when writing

SCIENTIFIC LENDING LIBRARY

Annual Subscription from One Guinea

Prospectus on application

H. K. LEWIS & Co. Ltd.
136 GOWER STREET,
LONDON, W.C.1

Telephone: EUston 4282 (5 lines)

administration which reflects the make-up of the majority of her citizens.

Nominations to important posts in the Ministry of Education are still made '*au grand choix*', that is to say, at the sole discretion of those in power. The idea of selective examinations for the most important posts (those of Inspectors of Secondary Education, for example) always gains unanimous platonic approval, but in reality selection made on these lines would deprive so many eminent people of all the advantages inherent in this system of favouritism and nomination, that it is found more convenient not to insist on this reform, and so to spare the feelings of nominators and nominees. As our political conventions stand at present, such a measure would be almost equivalent to a new night of August 4th—and we are without a Mirabeau.

Once appointed, these people in important educational posts are inundated in their turn by a mass of papers which soon wean them from any hard thinking they may have intended to do.

The most gravely handicapped by this system are doubtless the inspectors of primary education, who are still compelled to undertake the labours of another age: much exact copying to be done, records and statistics to be drawn up by hand, as in the days of good Queen Victoria—so much work which, in more modern offices, is carried out with greater speed and accuracy by machines.

At a moment when England is winning the respect of every democratic State by a bold and generous re-organization of her medical services, it must be admitted that our school medical service, though the primary physiological safety measure of the nation, is still in a state of hesitation and timidity, except in certain particularly enlightened towns and villages. But in this realm, too, new experiments are taking place which will point the road to radical remedies.

Material Poverty

As things stand at present our public education lacks neither men, ideas nor good intentions. If despite these spiritual riches, it progresses slowly and retains such large defects, this is because we almost always lack the material means of putting our ideas into practice.

In two words, we are playing out the wretched drama of all families which are poverty-stricken and generous-hearted. It would seem that this material poverty, unremedied if not intended by the powers that be, is the home-grown weed of this institution. The most enterprising of us, like the most sceptical, come up against a thousand symptoms of this interminable and irremediable poverty.

Poor pay for the teaching personnel in comparison with members of other professions; the frequent inadequacies of school buildings; the inadequacy of the grants accorded to the most important aspects of our work. With a few happy exceptions recently, such as the policy of study-grants carried out by the present Government, no one has ever been authorized to take a large view. After five years of administrative and financial subjection, a mean, half-hearted, and niggardly habit grows upon you and becomes second nature. It is thus that our higher civil servants have become what they are. Then, at the end of a career which has maimed and discouraged them, they achieve supreme power and the duty of opening to our youth the wide horizons of to-morrow. An oddly risky course, and a dangerous one. We have always been told that there were not funds enough to improve things. Money, which is still the yardstick of so many things, the best as well as the worst, is lacking, though the most minor war causes it to pour out everywhere as if by magic. What a mystery it is, this zealous, free-hearted outpouring of money for the armed defence of democracy and its institutions.

In this land of bankers and hard-headed business men, the scandal of such poverty has always appeared natural. We are even told that it is a favourable condition for the healthy development of the mind. Even to-day, at a deep crisis in the international situation, the average Belgian is a peaceful man, who is excessively annoyed when one points out to him that his army estimate is almost three times that for education. In his moments of solitude he will even admit this to himself, but like an old man with a small secret vice, he cannot bear anyone to mention it. This is one of those many reticences which have already cost the nations very dear.

The teacher's lot has never been a bed of roses, but formerly he was able to hold his head high by hiding certain temporary embarrassments behind a solid screen of professional reserve. But to-day, the poverty of the teaching profession has become so great that no shifts can hide it from the eyes of the crowd, and indeed it is mooted openly. The outcome is that the teacher training colleges are half empty. Here, as in France, we find fewer and fewer young people who are willing to embark upon an honourable career which is so little honoured. The remedy will be found on that fatal day on which Belgians are finally obliged to recognize that a solution of the educational problem is a matter of life and death to them and their future.

Through the indifference of local authorities and the age-old inertia of the State, our school buildings, except in certain big towns, do not meet the simplest needs, from the point of view of construction, internal arrangements, upkeep, furnishing, etc. In their rôle as parents, our citizens are always ready to spend fabulous sums on elaborate clothes, useless toys and seaside holidays. Yet as tax payers they often suspect and despise the men who demand expenditure on fine schools, where these same children have to spend whole years of their young lives. In an attempt to remedy this state of affairs the Law of June 17th, 1937, known as the Vanderpoorten Law, took away from the local authorities all responsibility for school buildings and entrusted it to the State. But it was soon seen that this measure, embarked upon so hopefully, was turning out no better than the sickness it was meant to remedy. Once all outlay had to be made from a single purse, the total was so impressive that pay day was deferred by a budgetary committee whose chief preoccupation was economy. And it should be noted that the frenzy of parsimony which regularly assails the Belgian Government always bears most hardly on the grants for public education, and never impedes such laws as Marck's and Destrée's which regulate clerical education. Our public education is at the mercy of Treasury officials whose aims and beliefs are by no means necessarily favourable to it.

Necessary Rivalry

If, in spite of everything, Belgian education is to be saved—and this seems probable—it will be thanks to the perseverance of its own people. Latterly there has been a great deal of talk about teachers—their zeal, their social rôle, etc., and sometimes, also, of their less praiseworthy attributes! At bottom our teaching body remains excellent in its self-sacrifice and above all in its competence. But it must be said that this is no thanks to our administration, with the system of high-handed indifference which it has meted out for many years.

One must have worked, as all my friends and I have done, in several administrative posts before one can realize how demoralizing this can be. Exactly the same fate awaits us all whether we do much work or little. A similar scale of blind and regular increments carries us all, like a magic carpet, towards the pensionable age of sixty. Onlookers often reserve a little smile of pity for the most zealous, who must indeed appear naïve. Why should one take so much trouble, and put in so much good work, since when promotion comes along these things would

appear only secondary recommendations in comparison with seniority, or with other 'elective affinities' as Goethe would have called them. This is a régime designed for angels whose self-sacrifice is unfaltering and absolute, not for the common run of men. At all costs we must change this heavy and enervating climate of unjust equality. In order to get the work done properly and to discover the true measure of a man, we need only introduce the practices of incentive and selection which have always been found in well run private enterprises.

Since questions of structure have been treated in detail by other contributors, we will content ourselves with insisting here on the absolute necessity of viewing the problems of the reform of education as an entity. The solution will either be complete and coherent or it will be no solution. After a century of diverse and unco-ordinated improvization it is time that Belgian education achieved full stature at last, under the banner of scientific pedagogy.

That said, and with a thankful heart, we will put away our Lictor's scourge—hoping that it has not whistled too shrilly around certain heads! But when the service of

truth and the public good command, there are certain scruples which are immoral and certain charitablenesses which are dangerous. We only hope that in the goodness of our heart we have not fallen prey to them!

Other men will tell us how much reason there is for hope. They will not be wrong and for my part I share their optimism. There is good yeast in the dough that was formerly too heavy and the seed-corn proclaims the harvest. How wide and fertile is the field in spite of everything; let us trust to the sun; it has still fine days in store for us.

Indeed, the difficulties are too often exaggerated, or rather we pay too much attention to those who have an interest in exaggerating them to us. The thing that strikes me most in all these major problems is their absolute simplicity at the theoretical level, and given men of good will, compared with their complexity in practice and in view of the various separate interests which are at stake. Yet a day will dawn when truth will be born fair and naked and irresistible in the midst of all this flurry of particular interests and incompatible egotisms.

Travel for Educational Purposes

Fr. Closset

Director of 'La Jeunesse Belge à l'Etranger, President of the International Federation of Organizations for School Correspondence and Exchanges

OUR ancestors had to be content with a partial and conventional view of the universe. Their day of delightful ease is now largely over. It has become part of the duty of man to be seized with curiosity about his neighbour, to extend his horizons, to establish new relationships, constant and exact relationships, between facts, things and persons, and his fragmentary view of the universe. He can no longer remain deaf to the *invitation au voyage* which was one of the first lessons of Humanism. Indeed, the humanist never disguised the happy results of contact with foreigners, both in increasing professional and scientific competence, and for the furtherance of the humanistic synthesis itself—the mastery of facts and of vital problems.

But every journey, and particularly a journey of youth which by its very nature is a matter of

exploration and discovery, should be meticulously and intelligently planned, both in general and in detail. It is this consideration which gave rise to two technical and official organizations in Belgium: *Les Voyages Scolaires Belgo-Luxembourgeois*, which concerns itself with school journeys in groups, and *La Jeunesse Belge à l'Etranger*, which specializes in setting up individual contacts.

Voyages Scolaires Belgo-Luxembourgeois, 23 Rue Henri Wafelaerts, Bruxelles, was started in 1932. It is a non-profit making enterprise and was run under the very intelligent technical direction of its founder, A. Taets, until the day of his death. Thanks to a long and fruitful experience of school journeys, to his many devoted and disinterested collaborators, and finally to the generous support of the Belgian Department of Education, this organization, under the

control of the Ministry, sent thousands of young people abroad each year up to the outbreak of war, in the care of teachers and devoted guides.

This good work had to be suspended during the war, but it has just begun again very vigorously. Thanks to it, hundreds of Belgian children went to Holland in 1946. Hundreds of foreign children (English and Dutch) came to make their first contacts with Belgium. Hundreds of others went to stay with families in England, in collaboration with *La Jeunesse Belge à l'Etranger*. From 1947 onwards, enormous plans will be on the stocks, many countries will lie open to the curiosity of our young people, and many foreigners will be able to visit Belgium, either as tourists or as students wishing to complete their studies. These are only part of the plans which the *Voyages Scolaires Belgo-Luxembourgeois* hope to carry out.

The Wellwood Heritage

By A. PERCIVAL NEEDLER,

6/- net, or post free 6/6.

This new contribution to literature, with the history of England as a background, has for its chief characters a fictitious family of Anglo-Saxon origin named the Wellwoods, whose story is traced from their landing on these island shores right up to the present time.

The book contains fourteen lengthy tales, each complete in itself and dealing in sequence with its own particular period, thus contributing to the progressive story of the family as a whole.

Its intrinsic value as a narrative and its accuracy of detail in relation to historical background should make a wide appeal.

Obtainable through all Booksellers.

A. BROWN & SONS, LTD.
32 Brooke Street, London, E.C.1

But it is not only travel which lures young people down the roads of life, it is also a wish to study languages and the psychology of the people who speak them. This knowledge is not gained best by haphazard meetings, but by staying in a family of a different speech.

It is this that led to the foundation, under the auspices of the 'Fondation Universitaire', of *La Jeunesse Belge à l'Etranger* (11 Rue d'Egmont, Bruxelles), a public utility institution (A.R. November 12th, 1945) which carries further the activity of the *Bureau Belge pour l'Echange Etudiantin*, founded in 1930 by myself and Prof. A. L. Corin, of the University of Liège.

This organization works through:

- (a) School correspondence between young people (13-26 years) in Belgium and other countries.
- (b) the organization of residence in families abroad, either by means of individual exchanges between the young people (14-26 years) of two families or as paying guests.

The most profitable of all these procedures is obviously the family to family exchange. It is the least costly; it assures a direct contact with real life abroad, through the presence of a companion of the same and with roughly the same school background, in the family which is visited. And finally, it offers the greatest possible guarantees of good results because it is a mutual

arrangement. The pupil is received free of charge in a family of analogous social position. He is treated there as one of the family. And in return his parents or guardians or a neighbour invite back the foreign child under the same conditions. The only costs are fares and pocket money which are reduced to an absolute minimum because travel is organized in parties.

In 1946, resuming activities which the war had interrupted, *La Jeunesse Belge à l'Etranger* was not unaware of the many difficulties which awaited it. Everything had to be started from the beginning. Nevertheless six months later 7,000 young Belgians had begun a school correspondence with children abroad and 1,200 young Belgians, about 60 of whom were teachers, had spent delightful holidays in families abroad (England, Holland, Switzerland, Norway, etc.). Sixty Belgians, 57 pupils with three teachers, had spent the Easter of 1946 in Cardiff at the invitation of the British Council, and a hundred foreign children (English, French, Dutch and Swiss) had been invited by Belgian families to spend a few weeks in Belgium.

The *Jeunesse Belge à l'Etranger* has considerable plans for 1947. Bookings for summer holidays must be made before the end of April. Thousands of young Belgians will be able to go on exchange visits to stay in England, Holland, Denmark, Norway, Sweden, Switzerland and perhaps to France and Czechoslovakia. They will travel in groups in the charge of teachers, who will remain in contact with them during their stay.

With the help of the *Voyages Scolaires Belgo-Luxembourgeois*, it will be possible to reduce the cost to an absolute minimum and to overcome passport difficulties by means of collective passports. Apart from this collaboration, these two voluntary organizations expect to organize holiday courses for Belgians abroad and for foreigners in Belgium, illustrated by excursions to places, buildings, monuments, factories, and sights of special interest. The full programme was drawn up in January and is to be sent to all the institutions, and even to individuals, who ask for it.

The two Belgian institutions are working actively to improve their plans, and since no one questions,

or, indeed, can question, the happy results of this kind of travel, it is important to send young people without delay on these journeys of discovery. They will thus be better armed for the tasks that await them.

Not only the travellers, but the whole nation will be thus enriched, and education is bound to be a major beneficiary—for it will be obliged to adapt itself to the demands made upon it by these journeys and to the new interests, scholastic, social and intellectual, which the young people will have gained from contacts abroad. It will be obliged to become more realist, less bookish, and less superficial, not only as regards the teaching of modern languages, but in all that bears upon economic, social and cultural relations. Vocational training youth, whether scientific, professional, or humanistic, will also be the gainer.

In a world where politics, science, art, and philosophy possess no international means of expression, and where every human activity, practical and spiritual, is ruled by universal laws, no one country or *élite* can be satisfied in isolation. It is more than ever essential to give and take, and to assimilate from within all knowledge that seems of value. Besides, a stay abroad is a wholesome, realistic and prudent way for nations to get to know each other, and the best way to bind them in friendship.

*The World's
Greatest Bookshop*

FOYLES

★ ★ FOR BOOKS ★ ★

*New and secondhand
Books on every
subject.*

We BUY Books, too!

119-125 CHARING CROSS RD
LONDON WC2

GERRARD 5660 (16 lines)
Open 9-6 (inc Sat)

The Education of Physical Defectives

Auguste Lonnoy

Director of the Institute for Deaf Mutes, Partially Sighted and Blind at Berchem-Ste-Agathe

PHYSICAL defectives include the crippled, the deaf, the partially sighted and the blind. Most of the schools which undertake the education of physically handicapped children in Belgium are in the care of voluntary societies and were founded more than a century ago. Since then, the Province of Hainaut has opened a school for crippled children at Charleroi and one for the blind at Ghlin lez Mons. The Province of Brabant has set up an institute for cripples at Brussels and a school for deaf, blind and partially sighted children at Berchem-Ste-Agathe.

All these establishments are under the Ministry of Justice, as are prisons and lunatic asylums. The physically defective and their teachers have constantly protested against this injustice, and have claimed that their schools should be under the Ministry of Public Education, in its department of special education.

In 1914 a decree was passed for the compulsory education of normal children. It was not until 1931 that this obligation was extended to crippled and mentally defective children, and even then the Ministry of Justice declared that since the deaf and the blind had their own particular statutes, the new law was not applicable to them. And that is why to-day in Belgium all children, whether normal or abnormal, have compulsory education, except the deaf and the blind.

This compulsory schooling for defective children has not borne the expected fruit. One reason for this is that the State has not recognized the provincial schools.

The Education of the Deaf

Classes for physical defectives are always kept small—ten to fifteen pupils at the most. In former days the deaf were taught by mimicry. Now our aim is that the deaf should understand the language spoken by those about them, and should be able to make themselves heard and understood. Deaf children are now taught therefore through lip-reading and the spoken word. After some exercises in identification which

will develop visual perceptiveness and powers of concentration, we go on to ideo-visual reading. The use of global methods for normal children is already well known. The same principle is used in teaching the young deaf child to speak. Language is acquired normally through the instinct of imitation. The deaf child, too, can learn to speak through this instinct, but his eyes will take the place of his ears. Teacher and pupil work before a mirror and the child makes great efforts to imitate the movements of his teacher's mouth. Not all the movements can be distinguished by sight; he will at first confuse 'Mama' with 'Papa'. So we appeal to the child's sense of touch which can distinguish between the nasal and the explosive.

At first we use words and then phrases. The words and phrases chosen are those which the child can immediately use with his own family outside the school.

The results obtained are marvellous. You should see the child's joy at learning a new word and his strong desire to increase his vocabulary. One day a little deaf boy of four came in from the playground with a spider in his hand. He showed it to his little friends and asked his teacher to write down its name. The French word for spider—*araignée*—is difficult to articulate, so the teacher indicated to them that they would be learning it later on. She saw at once from the child's face that he thought she didn't know the little insect's name and was disappointed; so she wrote down *l'araignée* straight away. The whole group clapped their hands and ran each to his own blackboard, and took great pains in putting down the symbol for this new idea. It is not until one has lived through such moments that one realizes how much the child loves work, provided it is within his grasp.

Writing is learnt by copying the written symbol for each word. The written and spoken symbols and the apple itself all represent the same idea. The word 'apple' will be read by the child, reproduced on his blackboard and spoken in front of the mirror in imitation of the

teacher. Thus we soon succeed in giving our deaf child the phonetic elements which will allow him to speak. As he learns a word he immediately reads it on the lips of his teacher, his friends and his family.

Once our deaf child is no longer dumb, he must systematically learn his mother-tongue. He must do this through individual teaching and each of our teachers must always remember that when he has ten children before him they are ten separate minds, with each of whom he must work. The child loves work, he loves to learn, and yet often he doesn't like the task he is supposed to carry out in class. This is our fault; we kill the child's innate love of work, because we do not realize his innate capabilities.

Yet there is a very simple way of respecting his individual approach to learning; this is by allowing him to build up his own note book, the contents of which are usually chosen and created by the child himself. He gains admirable practice in language by sticking a picture, chosen by himself, into his note book and composing a series of phrases about it. Simple mathematics, geography and physiology can all be used in this way, to persuade the child to try his best. By this means we respect the child's wish to find out things for himself, to handle books in the class library and to consult the dictionary. It is only very rarely, when he cannot manage on his own, that he will ask the teacher. Education will be intuitive and practical, we shall eliminate all that is unnecessary from the programme. Collections of postcards, stamps, pictures, drawings, stones, pieces of wood, bits of cloth, etc., will be brought in to enrich our teaching material. The will to learn is so strong that our young people will rifle their homes in order to bring their friend, the teacher, all the new objects they can find.

Each day we put out for our pupils all the newspapers and magazines we can get hold of. The average pupil will begin by looking at the pictures; then he will identify a few words and will come

to read short phrases. In the end, this activity, done daily, enriches the child's vocabulary. It is a happy day when one of these children reads through an article and comes to ask the meaning of some word or phrase that he has not understood. Teaching of this sort is active, entertaining, and effectual. The whole atmosphere is full of a will-to-work and sincere and friendly collaboration. Sometimes endless discussions take place about how best to set about a job. Many methods are good, but a good method in the hands of a poor teacher can give deplorable results.

Blind, partially sighted and crippled children are easier to teach than the deaf. They all learn to speak in the normal course of things and they add to their vocabulary all day long from contact with the many people they meet. What we have said about the potentialities of deaf children are true of all children. The techniques outlined above should therefore be adapted to blind, partially sighted and crippled children. We expect of these children the most they can possibly do. How misguided are those teachers who read the first few phrases of a piece of written work and then cross out the whole, writing 'Zero' in the margin. Every piece of work has required effort and should be marked with care. We should remember that often the least gifted child in the class who gives in a poor piece of work has put more effort into it than has the cleverest child. Let us be careful not to kill the child's desire to please his teacher. Let us encourage the poor little creature who gives us such meagre work and perhaps, through encouragement and effort, some day he will surprise us.

Physical Education

Too many schools only aim to instruct, and the health of the future citizen is lost sight of. With physical defectives even more than with normal children great importance must be attached to health education. In our school the pupils have an hour of gymnastics daily, as well as sport. Why should not a defective play tennis? Inter-school competitions are arranged (football, basket ball, tennis, athletics, swimming, etc.) which engender healthy rivalry. These

children must achieve sportsmanship, which will enable them to take a beating in the same spirit as a victory. The school has a large gymnasium, with all the necessary apparatus, cloakrooms with cupboards and shower-baths, and over two acres of playing fields. A trained teacher is in charge. One often hears that children no longer know how to play, and that they need to be taught to play. The trouble is that overloaded syllabuses have eliminated play from the school-room.

Moral Education

Too many parents nowadays regard the school as a reformatory where their child will be licked into shape. School should be a happy, active place, where children love to come. School buildings should be gay, but that is not enough. The teachers must love the children. Nothing should be based on fear, but everything on love.

The child must be free to go into class and work or read if he wishes, or to go and play in the playroom. The school will be his home; he will learn to manage himself, to respect the well-being of others, and then he will not be lost when he goes out into the world.

Let us use the cinema in order to help the child to understand something of the world he is growing into, its beauty and order as well as its sadder aspects, such as the effects of venereal diseases. Young people should be shown educational films that make clear the anatomy and physiology of men and women and the essentials of parenthood, so that they may recognize the rôle they have to play and the happiness they will derive from an honest life of responsibility and foresight.

Vocational Training

One of the aims of all these schools is to enable the physically defective child to earn his own living. One does best the things one most likes doing, so it is important to discover the most suitable work for each child. Vocational guidance is indispensable.

The deaf at Berchem-Ste-Agathe are tested through drawing and this enables us to decide which pupils will do best in the arts: decoration, engraving, jewellery-making, sculpture, modelling, paint-

ing, etc. Some trade can be found which suits each child. As far as possible we arrange for the physically defective child to get his training alongside normal apprentices. Thus the latter learn to appreciate the capabilities of these handicapped young people who themselves will not go out into a quite unknown world when they leave school.

Deaf children can learn any trade except those which demand constant speaking and hearing. The cripples learn binding, leather work, shoe-making, tanning and tailoring. The blind are divided into three categories: the musicians (instrumentalists); the intellectuals who go on to be teachers (three blind teachers have just been appointed to this school), masseuses, telephonists, librarians; manual workers, who learn various trades and some forms of commerce. A commercial section has just been organized here.

Social Organization

The Ministry of Social Insurance has just instituted a system of apprenticeships for all physical defectives, whatever the financial status of their parents, which range from 4,800 francs for the deaf, to 14,000 francs for the blind. The deaf are considered 40 per cent. incapacitated and the blind 100 per cent. incapacitated. This is a wise enactment, which encourages men to work.

In general, physical defectives learn their trades well and find it easy to get work, especially now, when there is a shortage of manpower. Yet we know there are handicapped people who cannot get work, and the Ministry recognizes this. The new legislation is a recognition of social solidarity which will do away with the idea of giving charity to physical defectives. The new plan will stipulate that private enterprise and the public services accept 4 per cent. of physical defectives amongst their employees.

If the proposal outlined above becomes a reality, we may hope to see all physical defectives re-educated and employed according to their capacity. On that day the legislature will have earned the thanks of one of the most deserving sections of our population, and one of the most unfortunate.

Ling Physical Education Association

New Year Holiday Course, held at St. Paul's Girls' School, Dec. 30th—Jan. 4th.

The New Year Holiday Course of the Ling Physical Education Association covered all aspects of physical work for both boys and girls in all types of school. They are fortunate in being able to hold their Holiday Courses at St. Paul's Girls' School, which enables them to arrange a very full programme, with ample space for both demonstrators and spectators. The whole atmosphere was one of tremendous keenness for the subject and great friendliness and sociability.

I attended four lecture-demonstrations, covering Gymnastics for Infants, Juniors and Seniors, and Remedial Work. On each occasion the lecture and the ensuing questions and discussion were lively, stimulating, and well attended.

Infants' Gymnastics was taken by Miss V. M. Elliott of Bingley Training College, who, with a mixed class of lively five-year-olds, showed how the foundations for full mobility of every joint can be laid by watching children at play and by utilizing their own ideas as a basis for exercises. The aim of this class was to show how difficult it is for children to move particular regions of the spine and to demonstrate how this mobility can be taught. Spinal mobility does not come naturally, even at this early age, and it will never develop if children are not shown how to localize movement in each part of the spine. We saw too the beginnings of training in the use of the whole foot and in the careful putting away of apparatus, and the good results that can be achieved by an informal and friendly approach by the teacher to the children.

On the next day, Miss M. Boileau, of Dartford College of Physical Education, demonstrated Gymnastics for Juniors with a class of thirty-one girls in their first year at a Grammar School. There was great freedom for the children in this class, for they were encouraged to experiment for themselves with apparatus and to work out what they could do. From observation of this free activity, Miss Boileau is able to see the capabilities of each child and the points on which the class needs further training. At this age, in preparation for more formal apparatus work later, the most important things are the strengthening of the abdominal muscles and the teaching of balance and control through free movement.

This seemed to me an excellent way of giving the children both a sense of confidence and a feeling of enjoyment in their apparatus work. A love of climbing and a spirit of adventure is so natural to children at this age that it seems a good thing to let them get accustomed to apparatus in the gymnasium in this way and to

concentrate on greater 'finish' and control at a later stage when they have acquired skill and confidence at their own speed. All too often (and here I speak from personal experience) all the exhilaration and fun is taken from such work by constant reminders of technical detail and over-insistence on perfect landing.

Discussion on this was continued on the following day when Miss R. Lewis, of North London Collegiate School, demonstrated Gymnastics for Seniors with a class of girls whose average age was 14.11. Her methods were more formal. Her theory is that pupils of this age enjoy working as members of a team rather than as individuals and that learning to be one of a group is a valuable corrective to the prevalent lack of discipline outside school.

Much of the work of this class was sectional work with apparatus, and here we saw how the girls are trained in leadership by acting as Section Leaders. These are changed each term, and they are responsible for helping and correcting their sections and for seeing that the apparatus is correctly put away.

The most interesting session of all, to my mind, was that on Remedial Work, taken by Miss N. Chatterton, who is doing invaluable work in curing bodily defects at the Halifax School Clinic. She was emphatic throughout that parental co-operation is essential for success in this work; the exercises can all be done in a confined space, and the children are encouraged to practice them at home. The work is aimed at loosening and stretching the joints, for good posture cannot be achieved unless the whole body is loose enough to be moulded into shape. Breathing exercises were also shown; these have been of great help to asthmatic and bronchitic children, and swimming has brought about many cures in asthmatic cases. All the children at Miss Chatterton's Clinic work to their own rhythm, suiting the pace of movement to their own capability. They are all taught to relax too, and it was interesting to note that this seems to be no easier for these children than for adults!

The need for health education seems to be the link between this inevitably specialist Association and the general public. Not only must it be catered for among the coming generation, by those who provide gymnasia, playing fields, equipment and health services and by teachers of other subjects, but the ordinary man and woman must be made more aware of the importance of physical health and less satisfied with a low standard. Above all, parents must be encouraged to co-operate with the teachers of physical training.

It is good to know that the status of the gymnasts is improving; it is to be hoped that their teaching conditions will improve too when the Education Act is fully implemented. There are still far too many schools with ill-equipped gymnasia, or none at all, and far too many children who do their physical work in their ordinary clothes with no facilities for showers or washing after the lesson.

All through the week there were sessions dealing with the various forms of dancing, but I was unfortunately unable to go to any of them. On the Friday afternoon, however, I attended a demonstration of National and Ballroom Dancing by pupils of the Cone-Ripman School and of Modern Dance by boys from Erkenwald Secondary School, Essex.

The Cone-Ripman School gave a delightful demonstration of Elementary Ballroom dancing which made me wonder, not by any means for the first time, why this pleasurable pastime and social necessity is not taught as part of the Physical Training of every school. Ballroom dancing is one of the finest ways of developing poise and self-confidence, and I can never understand why it is so often regarded as a mere 'frill' or as something which you acquire by magic 'when you're grown up'.

On the aesthetic side the education of boys has been sadly neglected, and very rarely has there been any attempt in Secondary Schools to follow up the work done in the Junior Schools. The Modern dancing was therefore most interesting. Its introduction into this boys' Modern School was originally an experiment with a backward class who derived tremendous benefit from it. No boy could call this form of dance effeminate, for the movements are all strong, forceful and energetic. There is also good training in relaxation, rhythm and free interpretation of music, and great scope is given to the imagination and to the development of the powers of bodily and facial expression through the individual dramatization of given situations. I wondered, however, why all the situations chosen for this work dealt with fighting and killing—surely the same movements and the same degree of expression could be turned to more constructive channels? The boys, however, appeared thoroughly to enjoy their class and showed most vividly how completely they entered into the parts they were enacting! As a form of dance for boys, this method seems to have great possibilities.

The Ling Association is to be congratulated on a most stimulating and successful course.

F.P.

Book Reviews

Education in the Secondary Modern School. J. J. B. Dempster (Pilot Press, 3/6).

Must we have type schools? One can hardly blame Mr. Dempster in this stimulating and all too short little book, for failing to discuss this issue. Most Authorities, alas, have decided that we must, and Mr. Dempster is concerned to bring practical help and stimulation to teachers who work in the Modern Schools. He faces frankly the likelihood that their pupils will, with few exceptions, be the less able children—and he faces it in the right way, refusing to consider them as duds and stressing the possibility and the essential importance of individual study of every child to give him the fullest possibility of personal development. Mr. Dempster has a firm grasp of what are rapidly being recognized as the fundamental principles of education. He emphasizes the importance of concepts and attitudes 'developed by the child's own efforts and incorporated in his developing self'; the significance of real purpose in school activities, a purpose which the child will accept ('This is something worth doing—something which I want to do'); the importance of emotional factors and especially of retaining self-confidence and self-respect; the provision of opportunities for real responsibility. It is tempting to go on quoting—the book is studded with sentences which reveal the vital and progressive outlook of the author and his understanding of adolescent children.

To many teachers—to those in particular who are beginning to see where they want to go but are not sure how to get there—the value of this book will be that it is essentially practical. In every chapter, from 'Teaching the Basic Skills' to 'Science and the Scientific Attitude', he writes of things which have been tried and which can be done. The problems of grading, specialization and record cards are briefly discussed: projects have an extremely useful chapter.

Mr. Dempster would be the last to claim that he has said the last word—I found his chapter on 'Art and Music' far from satisfactory—but he has produced a book which might with advantage be read by teachers, not only in Modern schools, but in Secondary schools of every kind, for much of his argument and methods are valid over the whole field. My only regret is that it is too condensed—it is, of course, an amplification of a series of articles in the *Schoolmaster*. I hope that Mr. Dempster may soon be prevailed upon to write a fuller account.

Leslie Bradley

Farm Figures and Farm Reckoning. (Pilot Press, Ltd., 1/- each).

These two booklets of the Young Farmers' Clubs, costing one shilling each, might be taken as models of what an arithmetic text-book ought to be, and very rarely is.

First of all, they spring from genuine contact with life—not from the fantasies of a teacher serving a life-sentence in a classroom and desperately trying to devise interesting examples for a period that has got to be devoted to arithmetic.

Then the make-up is attractive. *Farm Reckoning* is well illustrated with photographs. *Farm Figures* contains fewer illustrations, but its subject matter is attractive; it is a kind of encyclopedia of everything on a farm that can be counted or measured. The information, for instance, that a rabbit weighs $1\frac{1}{4}$ to $2\frac{1}{2}$ oz. at birth and doubles its weight in the first six days would intrigue a large proportion of children. The standard methods for packing apples in boxes are interesting, too. It took me a certain time to see what was meant by a 3×2 , 6×6 pack—one seemed at first glance to have wandered into four dimensions.

Farm Reckoning is a collection of problems. The arithmetic is straightforward. The value of the problems lies in the fact that they sound very convincing; you feel that a farmer really might carry out such calculations. The work involved in collecting these examples must have been considerable. Some interesting graphical work is at the end of the book.

If other industries could be persuaded to follow the lead given by the Young Farmers, it should be possible to build up a classroom reference library, costing not more than a pound or so, that would dispel for ever the question, 'Why do we have to do this?'

W. W. Sawyer

Our Inner Conflicts: A Constructive Theory of Neurosis Karen Horney, M.D. (Kegan Paul 242 pp. 10/6).

The publisher's jacket tells us that this book has already sold over 25,000 copies in America. The great need for more understanding which this illustrates does not merely justify psychologists in writing popular books, it constitutes a moral demand on them to do whatever may be possible in this direction. In such books, oversimplification is probably inevitable; it serves the purpose of familiarizing the ordinary person with some of the major factors in human psychology and if the true complexity of the subject is not disguised, will do no harm. But to present superficialities

as an adequate formulation of new scientific understanding is only to invite ultimate disappointment, and must in the long run bring the whole study into disrepute.

In this book, which has as its subtitle 'A Constructive Theory of Neurosis', Dr. Karen Horney propounds her own theory of psychological problems, and compares and contrasts it with Freud's or Jung's or Adler's. The book also deals specifically at various points with the therapeutic handling of the problems discussed. It is on this level, therefore, that it has to be judged—on its claim to present a theory superior to other theories and methods; it cannot be assessed merely as a popular presentation of information for the general reader.

The 'constructive' theory of neurosis advanced is said to be one 'whose dynamic centre is a basic conflict between the attitudes of moving towards, moving against, or moving away from people'. The incompatibility between these trends constitutes the conflict; all the trends are related to maintaining an 'idealized image' of the self, less or more conscious—and that is the whole story. That is the constructive theory. Compared with the highly detailed and complex body of knowledge, by which virtually every aspect and expression of human mentality (motives, impulses and activities, in the baby, the lunatic, the nation, or the highly-civilized individual) can now be correlated and the interrelation of innumerable factors with each other can be shown in an intelligible pattern of cause and effect, development and growth, action and reaction—compared, that is, with what psycho-analysis offers, this book necessarily presents a picture of lamentable superficiality and complete failure to envisage the subject in its true perspective.

For Dr. Horney, the operation of these three trends and the conflict of their incompatibility is all that constitutes neurosis and all that need be seen and understood in connection with it. Even the spade-work of psycho-pathology, the elementary classifications of neuroses, are nowhere in her theory. For instance, the rituals and compulsions of the obsessional are not mentioned and their relation, if any, to the three trends is not discussed.

In order to achieve her facile oversimplification, she has explicitly thrown over the genetic approach to the subject, which she condemns as 'over-emphasized' by Freud; she does not enquire whence come these trends, why we form idealized images of ourselves, and so on. The causative aspects of the subject are dismissed in a sentence.

The biological sources from which

Freud traced mental functioning, normal or abnormal, are ignored and along with them the relation to pleasure and pain; the instincts—hunger and love, Life and Death—expressed in loving, constructive tendencies and hating, destructive tendencies, together with the *conflicts* inherent in these pairs of opposites; the unconscious mind as the reservoir of mental energy, of phantasy, the fount of thought, idea, and impulse; Freud's masterly formulation of the characteristics of primitive mental processes; the momentous relationship to the parents in childhood (Oedipus complex); and all the understanding originated by Freud of the major significance of fear in human life—anxiety, dread, suspicion, even the persecutory fear so prevalent in nations, as in individuals, to-day. All these matters are either implicitly ignored in the book, or their existence or significance is categorically denied.

This repudiation of the genetic aspects of psychology seems to have resulted from Dr. Horney's difficulties in analysing the childhood experiences of her patients. She rather naively explains that because patients shelter behind a picture of their environment in childhood as bad or foolish and attribute all their troubles to bad or unwise parents, and so escape any responsibility for their present condition, she has found it necessary to ignore the psychological situation in childhood. She keeps their noses to the present. All analysts meet with this defensive device in patients and it is one the uninstructed layman is only too ready to reproduce—to blame the parents is such a simple solution for those who long to help children; but it is not the whole story or the essential core of it. What the patient in such cases and the general public and Dr. Horney are unwilling or unable to know is that the small child himself has dangerous, greedy, murderous feelings towards those he loves, which cause in his mind intense innate conflicts with his love for them, irrespective of how he is treated—although naturally such conflicts are exacerbated by wrong treatment, which increases the child's hate. Because she cannot accept this unpalatable truth, Dr. Horney has decided that the genetic aspects of neurosis had best be ignored, and therefore that the knowledge psycho-analysis has acquired of these early stages is unnecessary or untrue. It seems a pity that Dr. Horney still thinks it worth while to call herself a psycho-analyst.

The sole contribution that the book makes is descriptive in character. It discusses with easy fluency superficial manifestations which anyone can recognize in others or himself; thus it is readable and may easily be popular with an uncritical and undiscerning public. No student or

practitioner with a genuine interest in discovering the *causes* of psychological problems could take it seriously.

Joan Riviere.

A Catholic Philosopher. Poets and Pundits, by Hugh l'Anson Fausset (Cape, 12/6, 1947).

Mr. Fausset has already made a reputation for himself as a sensitive and imaginative critic, and in the essays and addresses which he has collected in the present volume he maintains the high standard which we have come to expect from him. But its title is somewhat misleading, for although he is outwardly concerned with literature he is fundamentally a moralist. This means that in an age like the present, in which we are in the gravest danger of being corrupted by mechanism and sensationalism, he has an important message for the few who have awakened to the seriousness of our predicament. And it means also that, like all writers who are preoccupied with ethical problems, he is subject to a Coleridgean temptation to preach to his readers. But any tendency which he has in this direction is more than redeemed by the fact that the source of his concern with morality is a deeply mystical attitude to experience which confers upon it a spiritual and liberating character.

His inspiration and directing impulse is the fundamental insight that the key to all our problems lies in coming into union with a deeper Self in which all conflicts are resolved. In this there is, of course, nothing original; it is what all spiritual teachers have been announcing to an unheeding world since the beginnings of history. But there are two things which invest his testimony with particular significance. In the first place he is firmly opposed to all the assumptions of what Aldous Huxley has described as 'theological imperialism'. He insists on the fact that liberation is possible for all if only they are prepared to penetrate to the regenerative mystery at the core of experience. And he fully justifies this inclusive philosophy by his extraordinary ability to handle both western and eastern themes with equal penetration and sympathy. Thus the studies now published range from estimates of Rilke, Whitman, Thomas Paine, Kierkegaard and Donne at one end of the spectrum to essays on Tagore, 'The Dream of Ravan' and the Dhammapada at the other. He is, in fact, occupying a central and strategic spiritual position from which he can move out equally easily and effectively in all directions—and thereby issuing a serious challenge to Christian dogmatists. It is not too much to say that he demonstrates that he has a master key in his hands.

Then, secondly, he has a remarkably

delicate understanding of the way in which such a coincidence with the Centre makes always for an exact and flexible balance between the subjective and the objective aspects of knowledge. For the individual who has found himself in the Eternal, inside and outside are one; that is the essence of the whole matter. Only the path to such an equilibrium is long and searching, and few persist in it to the end.

But the reader must discover all this for himself. Mr. Fausset is a quiet and unpretentious writer, even to the point of failing at times to achieve a needed emphasis. Indeed, he gives one the impression that almost all his writing is an elaborate communion with himself. But this is only an aspect of his strength, which lies in an outstanding capacity for refined and patient introspection—a delicate instrument by which he has emancipated himself from one insidious illusion after another. Although he writes on action with penetration he is, one feels, more sensitive to its dangers than to its educative function—in the sense, for instance, that it was stressed by Goethe. He is unquestionably a guide for the minority whose salvation lies in the employment of that typically oriental technique—spiritual discrimination.

Lawrence Hyde

FOOD PARCELS TO MEMBERS OF N.E.F. IN GERMANY

We have contacted two of our oldest members of the N.E.F. in Germany who would be very grateful for an occasional parcel of food. If any members want to send food to Germany but have no personal friends there, Headquarters could arrange to space the parcels between a small group so that no one person would be committed too heavily.

Will anyone interested kindly write to Miss Clare Soper, New Education Fellowship, 1 Park Crescent, London, W.1.

EDUCATION IN BELGIUM

The April issue of *The New Era* will contain three further articles on Education in Belgium:

A School for Fatherless Children

Jean Lavachery

A Benedictine Boarding School

Dom B. de Gérardon

Les Jeunesses Musicales—Youth

Music Groups Robert Hendrickx

All these articles and those appearing in the March issue will be republished later this year in pamphlet form, price 1/6.

Other pamphlets in this series are:

**FRANCE HOLLAND POLAND
YUGOSLAVIA** (appearing shortly)

Obtainable from

The New Education Fellowship

1 Park Crescent, London, W.1.

Directory of Schools

FRENSHAM HEIGHTS FARNHAM SURREY

Headmaster : PAUL ROBERTS, M.A.

Frensham Heights is a co-educational school containing at present 140 boarders and 45 day pupils equally divided as to sex and equally distributed in age from 7 to 18.

The school stands in a high position in 170 acres of ground and is exceptionally fortunate in its accommodation and equipment.

Fees : £180 per annum inclusive

About three scholarships are offered annually

For particulars apply Headmaster

BADMINTON SCHOOL

Westbury-on-Trym

:: BRISTOL. ::

Junior School 6 to 11 years

Senior School 12 to 19 years

The School is situated in large grounds and within easy reach of Bristol, so the older girls are able to enjoy many of the advantages provided by a University City. A high standard of scholarship is maintained and at the same time an interest in creative work is developed by the practical and theoretical study of Art and Music. There are weekly discussions on World Affairs and more intensive work on Social and International problems is done by means of voluntary Study Circles.

Apply to The Secretary.

DARTINGTON HALL TOTNES DEVON

Headmaster : W. B. CURRY, M.A., B.Sc.

A co-educational boarding school for boys and girls from 2-18 in the centre of a 2,000 acre estate engaged in the scientific development of rural industries. The school gives to Arts and Crafts, Dance, Drama and Music the special attention customary in progressive schools, and combines a modern outlook which is non-sectarian and international with a free and informal atmosphere. It aims to establish the high intellectual and academic standards of the best traditional schools, and the staff therefore includes a proportion of highly qualified scholars actively engaged in research as well as in teaching. With the help of an endowment fund it is planning and erecting up-to-date buildings and equipment.

Fees : £120-£160 per annum.

A limited number of scholarships are available, and further information about these may be obtained from the Headmaster.

ST. MARY'S TOWN & COUNTRY SCHOOL

TOWN DAY SCHOOL :
38 Eton Avenue, London, N.W.3

PRIMROSE 4306

COUNTRY BOARDING SCHOOL:
Stanford Park, near Rugby

Telephone : SWINFORD 50

150 acres of parkland with river and lake
SWIMMING, BOATING AND RIDING

Possibility of Interchange between the two schools, realistic approach to progressive education, special methods in Language and Arts, sound academic work. Co-ed. 5-18

Principals :

Henry Paul, M.A. & Elizabeth Paul, Ph.D.

MONKTON WYLD SCHOOL, nr. CHARMOUTH, DORSET

Principals : CARL AND ELEANOR URBAN.

Practical and cultural education for boys and girls (8-18). School life and curriculum planned to help children to develop into co-operative and constructive citizens. School farm ensures healthy diet. T.T. cows.

Fees : £135.

Directory of Schools—continued

BEDALES SCHOOL

PETERSFIELD HANTS (Founded 1893)

A Co-educational Boarding School for boys and girls from 11½–18. Separate Junior School for those from 5–11. Inspected by the Ministry of Education. Country estate of 150 acres. Home Farm. Education is on modern lines and aims at securing the fullest individual development in, and through, the community. No vacancies can be offered at present.

Headmaster: **H. B. JACKS, M.A. (Oxon.)**

THE MARY GREENYER SCHOOL

WYKEHURST PARK, BOLNEY SUSSEX

NOTICE TO INTENDING PARENTS

It is greatly regretted that, owing to the present labour conditions, the impossibility of securing reliable academic and domestic staff, and above all, the recent decision of the W.D. not to de-requisition the estate for the time being, it is necessary temporarily to close the school. The reopening date will be announced as soon as possible. Enquires are still welcomed for the future.

ST. CHRISTOPHER SCHOOL LETCHWORTH

is an educational community of some 375 boys, girls and adults. The five school houses provide living and teaching accommodation for children from 6 to 18. It is situated on the edge of the Garden City, amidst rural surroundings and beautiful gardens. There is now a considerable waiting list, and early application is desirable for possible vacancies in 1950.

Schools for boys and girls
from 3½ to 14 years

LITTLE FELCOURT

and

FELCOURT SCHOOLS,

EAST GRINSTEAD, SUSSEX,

are founded on the Montessori idea and aim to create the happy free atmosphere of a real home.

Particulars from the Principal

ELMTREES,

GREAT MISSENDEN, BUCKS.

(Boarding and Day School for Boys and Girls 5 to 12 years)
and LITTLE ELMTREES (for the under-fives).

Progressive education combined with a happy home life in an atmosphere of freedom. Art, Music, Drama and Dancing under specialist teachers are part of the school curriculum.

The school is situated on the fringe of the little village of Great Missenden, within five minutes walk of the station, with frequent train service to Baker Street and Marylebone.

The houses (adjoining properties) are chiefly Georgian in character, and the grounds of nearly 10 acres open on to the wooded slopes of the Chiltern Hills.

FEES: £135 per annum. Under-fives £120 per annum.
Entire Charge (holidays included) £160–£180 per annum.
Principal - Miss **M. K. WILSON**. Tel.: Gt. Missenden 407.

THE GARDEN SCHOOL

Wycombe Court, Lane End

Nr. High Wycombe

Boarding School for girls (4–18). Estate of 60 acres in the Chiltern Hills. Sound academic work, with consideration for individual needs. Large staff of graduates. Vegetarian and ordinary diet. Open-air swimming pool.

FEES: £130 to £175 per annum.

Principal: Mrs. **M. A. ORMROD, B.A.**

HURTWOOD SCHOOL

Peaslake

Nr. Guildford

Co-educational from 3 years.

Modern building equipped for children in beautiful and healthy surroundings. The school aims at a high standard of scholarship in addition to health and happiness.

It wishes to attain a constructively progressive outlook without reaction, and believes that this can be done where tolerance is based upon sound knowledge and understanding.

Full particulars from the Principal:
JANET JEWSON, M.A., N.F.U.

Wychwood School, Oxford

RECOGNIZED BY MINISTRY OF EDUCATION

Maximum of 80 girls (half day pupils) aged 10–18. Small classes, large graduate staff. Education in widest sense under unusually happy and free conditions. Exceptional health record. Elder girls when not entering universities can either specialize in Drawing, Design, Languages, Music, Handcraft, or take year's training at Wychlea (Domestic Science House). Playing fields, bathing pool.

Principal: Miss **MARGARET LEE, M.A., (Oxon.)**

Late University Tutor in English.
Vice-Principal: Miss **E. M. SNODGRASS, B.A. (Oxon.)**

ST. CATHERINE'S SCHOOL, Knole Park, Almondsbury, near Bristol.

Co-Educational Boarding. All Ages.
400 feet up, looking on to Channel and Welsh Mountains.
Food Reform Diet.

Open-air Swimming Pool. Music. Art.
35 guineas per term.

Ralph Cooper, M.A., and Joyce Cooper.

OAKLEA

BUCKHURST HILL, ESSEX.

Recognized by Ministry of Education.

Girls to 18. Centre for Oxford Examinations.
P.N.E.U. programmes followed.

Acting Principal: MISS **BEATRICE L. SEARL.**

THE BELTANE SCHOOL

Shaw Hill, Melksham, Wilts. Boys and girls from five to eighteen.
Good academic standards.

Wennington Hall School, Lancaster

now

WENNINGTON SCHOOL

removed to permanent site at

Ingmanthorpe Hall, Wetherby, Yorks.

Greatly improved amenities. Beautiful Georgian building. Woodlands, filtered Swimming Pool, Playing Fields, large Kitchen Garden. Separate Junior House. Near Leeds, York and Harrogate.

Co-educational 8-17. Experienced graduate teachers. Excellent health record.

Headmaster: **KENNETH C. BARNES, B.Sc.**

LONG DENE

**CHIDDINGSTONE, EDENBRIDGE,
KENT**

Directors :

J. C. GUINNESS, B.A., KARIS GUINNESS, R. G. H. JOB, B.Sc.

A group of a hundred children of all ages and forty adults, creatively concerned with education, agriculture and the arts.

PROSPECTUS FROM THE SECRETARY

SHERWOOD SCHOOL, EPSOM.

is a co-educational community which attempts to carry into the practice of its economic, political, and personal relationships the full implications of the maxim 'from each according to his ability, to each according to his need.'

Boarding (8-18), Day (3-18); usual subjects and games; S.C. and H.S.C. Excellent centre for S.W. London.

LAGGAN

(formerly Hall Manor, Peebles)

Co-educational. Individual. International

Glorious West Coast country between the sea and the hills. 93 acre estate. All-round education for good citizenship.

Improved amenities permit new enrolments.

Write Secretary:

**LAGGAN HOUSE, BALLANTRAE,
SOUTH Ayrshire, SCOTLAND**

PINEWOOD, AMWELLBURY, HERTS.

Home school for boys and girls 4 to 14, where diet, environment, psychology and teaching methods maintain health and happiness.

Elizabeth Strachan.

Ware 52

MOORLAND SCHOOL CLITHEROE, LANCS.

Co-educational 3-12 years. Tel. Clitheroe 3.

The children lead vital, constructive lives, doing work of high standard in a happy natural atmosphere. Food reform and meat diets. Nature cure methods. Out-of-door activities.

Co-principals: Miss D. E. King, L.L.A., and Miss A. E. Crane

BEVERLEY SCHOOL

WOLFELEE, NR. HAWICK.

Progressive Co-Education. Boys and Girls from 3 years old. Healthy happy environment. Special attention given to diet.

Entire charge and holiday arrangements made when necessary for children whose parents are abroad.

Telephone: Bonchester Bridge 2.

Edgewood, Greenwich, Connecticut.

A Boarding and Day School for Boys and Girls from Kindergarten to College. Twenty-acre campus, athletic field, skating, ski-ing, tennis and all outdoor sports. Teachers' Training Course. Illustrated Catalogue describes activities and progressive aim.

E. E. LANGLEY, Principal 201 Rockridge.

MOIRA HOUSE SCHOOL EASTBOURNE. Telephone 210.

Recognized by the Ministry of Education.

Boarding School for Girls from 6 to 18

Principals: Miss GERTRUDE A. INGHAM.
Miss MONA SWANN.

Vice-Principal: Miss EDITH TIZZARD, B.A., Hons. Lond.

GREAT SARRATT HALL, SARRATT, HERTS.
Nursery and Preparatory Boarding School for children from birth to 10 years. Parents and school work in close co-operation. Group limited to twelve children. Qualified resident and visiting teachers. Principal: Gladys Raymond.

BUNCE COURT SCHOOL, Otterden, Faversham, Kent. Co-educational, progressive, recognised M. of E. Prep. for School Cert. Artistic and practical activities. Healthy food from own garden. Enquiries to: Anna Essinger, M.A., Principal.

THE COURT HOUSE, PAINSWICK, GLOUCESTERSHIRE. Preparatory Boarding and Day School, boys 4 to 9 years, girls 4 to 12 years. The school aims to give a wide education on modern lines. Agnes Hunt, N.F.U., Evelyn Walters, N.F.U.

SUBSCRIPTION FORM

THE NEW ERA, 1 PARK CRESCENT, LONDON, W.1

I enclose 8s. (or \$2) being subscription for One Year from.....

NAME
(Block letters. Please state whether Mr., Mrs., or Miss)

ADDRESS

Directory of Schools—continued

ST. CHRISTOPHER'S SCHOOL, Belsize Lane, Hampstead, N.W.3, has now re-opened (Boys and Girls). Head Mistress: Miss V. H. Wright. The Boarding School (Girls only) is still with Glendower School at Sydenham, Lewdon, Devon.

PINEHURST, Goudhurst. On the beautiful Kentish Weald. Progressive School. Co-educational 3-12 years. Sound education. Crafts. Riding. Food Reform Diet. Sun and Air Bathing. Excellent health record. Miss M. B. Reid, Principal.

THE FROEBEL SCHOOL, DATCHET, BUCKS. School of 40 children run on Activity Methods with support of Parents Group. Small group of weekly Boarders 5-6 years of age. Week-end escort to and from Waterloo, Miss Throndsen, N.F.U., Miss Underwood, N.F.U.

SPEAKING AND WRITING lessons (correspondence or visit), 5s., classes 1s. 6d. Special help to young people, foreigners, stammerers, etc., and to

STANWAY SCHOOL, DORKING. Home and Day co-educational Preparatory School to 14 years. Nursery Class. Specially designed building on high ground. Education as an atmosphere, a discipline, and a life.

HIGH MARCH, BEACONSFIELD, BUCKS. A Progressive Preparatory School for girls from 5 to 13. The school aims at giving a sound education with special emphasis on art, music, and creative activities. Miss F. H. Perkins and Miss E. B. Warr.

THE MOUNT SCHOOL, MILL HILL, N.W.7. Large qualified staff, small classes, centre for Oxford Higher and School certificate Examinations. 30 boarders, 90 day boarders, 5-18.—Mary Macgregor, B.A. (Lond.), Camb. Teachers' Diploma.

anyone finding difficulty in reading, writing, or speaking. Miss Dorothy Matthews, B.A., 32 Primrose Hill Road, London, N.W.3. PRImrose 5686.

POSTS VACANT AND WANTED, etc.

ST. MARY'S Town and Country School requires (a) at Boarding School at Stanford Park, near Rugby (Swinford 50), an English Master and a Kindergarten Teacher (pref. couple) who can also offer Painting, Acting, Games. (b) at Day School, 38 Eton Avenue, London, N.W.3 (Primrose 4306) an Assistant Master for General Science, Carpentry, Games for children up to 14.

PARENTS ABROAD—A home for the holidays required, girl 14, boy 12, commencing Christmas, 1947. Country essential, west or south preferred. Mrs. Ten Hove, Camelot, Newport, Pems.

PRINTING (250 letter-heads and envelopes, £1 1s.), TYPEWRITING, DUPLICATING. Greeting Cards, Catalogues, Periodicals. Freshfield, 15 Triangle, Clevedon, Somerset.

NURSERY SCHOOL TEACHER, 4 years experience, Montessori Diploma, seeks non-resident post in Central or S.E. London. Apply Miss Atkinson, 9 St. German's Place, Blackheath, S.E.3.

COURSES IN GEOGRAPHICAL FIELD WORK. Enquiries (with stamped envelope) to Miss C. A. Simpson, B.Sc., Oxon, Beacon House, Painswick, Glos.

COUPLE WANTED. Cook-Housekeeper and Gardener in co-ed. school (food reform). Would suit intelligent couple interested in education. Box No. 330.

YOUNG Dutch Montessori Nursery School Teacher and Swiss girl with secretarial and administrative experience at Swiss Education Dept. seek to widen their experience by obtaining posts together in progressive school or other establishment (preferably living in) in healthy part of England. Free from July or August. Box No. 326.

CONFERENCE on Rudolf Steiner Methods of Education, April 5th-11th. For particulars apply to Conference Secretary, Michael Hall, Forest Row, Sussex.

INTERESTING POST wanted by young woman, B.Sc. (Econ), literary and teaching experience (social studies and English), good knowledge French. London area or abroad. Write—Box No. 329.

ANGLO-FRENCH COUPLE, young, seek resident post junior school. Gardener-handyman. Wife help matron and French conversation. 70 Christchurch Avenue, Kenton, Middlesex.

WANTED. Intelligent person, young, interested in children, to help finance and expand a new boarding school, with view to partnership. Box No. 327.

YOUNG woman teacher desires interesting post Easter holidays. Some French, fluent German, Typing. Box No. 328.

ELMTREES SCHOOL (see advt. *Directory of Schools*). Teacher (resident) for 6-7 year old group required for Summer term. Write to the Principal, Miss M. K. Wilson, for full particulars.

THE NEW ERA

IN HOME AND SCHOOL

UNIVERSITY OF LOUISIANA ARCHIVE OF EDUCATION

NOT DARK PLACES IN ENGLISH EDUCATION FROM THE LIBRARY. KATIE JACKSON

It has been said that one of our national characteristics is our great power of self-deception. Is this true also of the educational world?

We have had our Curtis and Nuffield Reports. What about a Report on our schools? Education in England has its bright spots. They can take care of themselves. What about the dark corners?

Twenty years ago elementary school teaching took me into a room below street level, where I found fifty babies and no apparatus apart from chalk, blackboard, a locked cupboard of toys, and insufficient teaching accommodation.

Women teachers were expected to be celibate in those days, so on my marriage the school doors closed to me. Later they were re-opened through the war and *via* the school medical service.

So, twenty years later, I return to do 'remedial reading'. This time I am not below street level, but I am in an empty hall. The walls are decorated by the fantasy of time and industrialism. They are cracked from ceiling to floor, cunningly propped by steel, and are not at all likely (I am assured) to fall down. They are incredibly dirty; and the hall is dark, being lit rarely by sunlight and sometimes by gaslight, when the weather, the season, and the industrial smoke-screen combine to defeat my best efforts to peer through the gloom.

This time I do not come to teach fifty babies, as in my youthful enthusiasm. I come to consider the problem of junior children who cannot read. And I come ashamed, but with a certain determination to

ventilate the dark places of education. Twenty years ago I felt, with all the 'black or white' violence of youthful idealism, that it was 'all wrong'. Now I know, with the cold criticism of experience, that it is all wrong.

I find ten children, ages 8-11, waiting for me, sitting on an old form. There is no other furniture in the room. I inquire, and find that, as I was sent by the medical department, I may use the medical stool and table. So, perched on a stool beside a medical trolley on rollers, I survey the ten. The ten survey me.

So firmly engrained in our education is the idea of class teaching, that it comes as a surprise to all concerned that I wish to meet the ten individually. Yes, one at a time. Yes, one at a time, alone. It registers. And could I have pencils and paper? No, no reading books, thank you.

Eventually nine departed and one remained. Can you draw? No, Miss. Would you like to try? No, Miss. Well, would you draw

something for me? Yes, Miss. What shall I draw, Miss? I can't, Miss. Well, let's both try . . .

In time I had tested them all on standardized reading tests. I also used Goodenough Drawing Tests (all the children had, of course, been previously tested on the Revised Stanford-Binet Scale). Finally, I arranged for the ten to come to me on the following day, individually or in pairs as they chose.

In time, an atmosphere of friendliness was established. Sometimes they would all come at once, some staying the whole morning, some only ten minutes. Eventually a natural grouping was evolved.

As I look back on my records of a year ago, I find 'The Ten' all refused to draw; all regarded me with that deep reserve school children acquire, and bristled (if anything so devoid of life could be said to bristle) with resistance. For the first week the Three R's seemed to be Reserve, Resistance, Repugnance.

We started off with chronological ages varying from 8-11, and reading ages varying from 4-5. Mental ages varied from 6-8. There was continual catarrh among the children, no handkerchiefs, insufficient clothing, dirty hands and faces, and a vocabulary of 'Yes, Miss', 'No, Miss'—mostly 'No, Miss'. Besides the handicap of the empty hall, the dirty walls, the single odd form for seating, and the stool and trolley for myself, we were subject to constant change of place. One day here, one day there—not often the same room for very long. Anything and everything was of greater importance than remedial reading with ten children. Nevertheless, in two

CONTENTS

	Page
DARK PLACES IN ENGLISH EDUCATION—Katie Jackson	77
A SCHOOL FOR FATHERLESS CHILDREN—Jean Lavachery	80
A BENEDICTINE BOARDING SCHOOL IN BELGIUM—Dom B. de Gérardon	86
LES JEUNESSES MUSICALES—YOUTH MUSIC GROUPS—Robert Hendrickx	88
WHY TEACH ENGLISH?—Roy Niblett	89
A GERMAN DISCUSSION GROUP	91
THE NORWEGIAN SCHOOL SYSTEM—J. Sandven	92
BOOK REVIEWS	95
NOTICES	97

months my records showed that reading ages were climbing. In six months some had climbed three years. In nine months one boy sat the scholarship examination. I began to feel we were getting somewhere.

I asked myself why? I spent my time with the children learning of them, not teaching them. They found themselves again as individuals. Their confidence returned. I gave them drawing books in which, according to their abilities, they drew; and then described what they had drawn. And we talked—they and I—all of us.

As was inevitable, The Ten soon became The Thirty, as more and more joined the 'remedial reading class'. And names piled up on the 'waiting list'. I now took each group for forty minutes. Everybody was busy. There was plenty for all to do. And there was a wide variety of books (by this time I had bought my own). No two books were the same. So there was comparison and discussion. They came in, browsed amongst the books and pictures, drew, talked, read a little, and went away. Each day they returned with greater eagerness. So they learned to read; and I learned why they had not done so before.

Four main reasons stood out:

(a) Physical and mental disability. Defective eyesight, defective speech, defective hearing, poor general health, general physical ill-being. These cases I referred back to the medical department for further assistance. Some of them were given holidays, others had sun-ray treatment, others acquired glasses, and for others there was speech therapy. Such cases took at least six months before they made adjustment to the task of reading. And, even then, barely ten minutes a day was spent with them on book-work. But they continued meanwhile to attend the reading class, talked a little 'fiddled about' quite a lot, crayoned, drew, modelled, and gradually made contact with pencil and paper and books.

(b) Emotional disturbance and mal-adjustment. These cases were also referred back to the medical department, for psychiatric treatment.

(c) Formal instruction in the mechanics of reading, writing, and arithmetic had been started too

early; that is, before the children were ready for such formal teaching.

(d) Last, but by no means least, classes too large, and with too wide a range of abilities—mental age, social development, etc.

Besides all these, there were conditions resulting from inadequate home accommodation, bad housing, undernourishment, lack of sufficient sleep, unsuitable employment of free time, overworked teachers, treatment of conditions diagnosed at medical inspections too haphazard, and a host of others, so that I was surprised sometimes that my 'waiting list' did not grow at an even more alarming rate. It certainly would have done if all the cases of backwardness could have been spotted and referred for treatment; and this would, no doubt, have been done, if the treatment had been available. Which leads me to emphasize the point that, if classes were not so large and teachers were not so overworked, most of the potentially 'backward' children would be spotted early, and their problems dealt with before they became disheartened and difficult—problems to themselves and teachers alike.

It is interesting to note that many of the emotionally disturbed children were those with what I would call 'character'. Long ago, in their early school days, they had ideas about life as they wanted it to be. For one reason or another, they had found the reality shaped up very badly to their need. They became in some curious way 'old', and through hurt, pride, or fear refused to make normal contacts. This refusal was carried into their school relations, extended to the school itself, to the school life, to the tasks of the school—to the very idea of books and learning, as symbolic of 'school'.

When we had got beyond the 'Yes, Miss', 'No, Miss' stage, and the reserve of the children thawed, the resistance and repugnance disappeared, and natural curiosity of childhood appeared. The children came alive. There was no longer a wall between them and me, nor between them and reality. When once their natural curiosity was awakened, they wanted to read. They no longer resisted teaching as something feared or hated, they wanted it to satisfy their curiosity.

I felt proud to know Frank, age 10, mental age 8, reading age 5, no seat in his pants, no sole to his boots, youngest in the family, who got up at 5 a.m. to 'do a paper round'. (In order to circumvent the law his father received Frank's earnings—none of the rest of the family doing a day's work, though many a term in prison). My first meeting with Frank was like this: 'I can't read, Miss'. Shrug. 'Don't want to, Miss'. Another shrug. 'What do you like to do, Frank?' 'Footer, Miss'. 'All right, Frank, we'll draw you playing footer'. And from there we progressed through drawing, talking, he twinkling at me with gamin grin. Eventually, one day he spends his time lost in a book, without any help or notice from me beyond a 'hello' when he comes, and a 'Good-bye' when he goes.

There was Jane, age 11, mental age 7, reading age 6, who was so worried by the troubles of her family that she had no time to learn to read, being full only of 'wonder' what would happen next at home—a home filled with what she whimsically described as: 'wanderers—they all be wanderers, me mother sez. But they all come back to have their babies or go bad and die.'

And Winifred who thought principally about death; Stanley, whose mind was filled with the thought of fire; Joyce, who hated her young brother; Peter, with his fear of the spirit of his grandmother; Kenneth, who hated sleeping with his mother whilst his father was abroad in the Army; Raymond, an inarticulate type, who learned to read so that he could write to his father stationed in Germany, whom he loved; Sam, who had been hit so much in his school that he was a seething resentment against the tribe of teachers and all their works; Peggy, who went to the pictures five times a week, and 'dreamed of luv'; John, who was terrified of his mother, who is 'worse than me Dad. Though he hits, she shouts louder.' All of them so busy with their private troubles they had neither time nor inclination to 'learn to read and write'.

My experience tells me that we begin formal teaching of reading at too early an age. Interestingly enough, all these 'backward readers' had stuck, as it were, at

The Town and County Hall Series

The English Local Government System

J. H. WARREN, M.A., D.P.A.

Describes the characteristics of the services administered, the types of Authority and area, and the division of function among them, the methods of central control, the basis and machinery of local finance, the constitution and working of the individual Authority, etc.

2nd impression

7s. 6d. net

History of Local Government

K. B. SMELLIE, M.A.

"A book not only worth reading, but worthy of being kept."—*The Times Literary Supplement*.

"Will be of the greatest use to students of local government, and also to the student of sociology in general."—*The Listener*.

"Pretty nearly to perfection."—*Local Government Service*.

7s. 6d. net

GEORGE ALLEN & UNWIN LTD., 40 MUSEUM STREET, LONDON, W.C.1

two-letter words. They were frozen and blank if asked to name letters. I found my greatest difficulty was to help them forget their dislike of 'letters' and the first few pages of a book—memory of the first few pages of a 'reader' where they first stuck. It was a real effort to build up a belief that they could reach a second page, and a third, and fourth.

Many children of 8 and 9, who did not know the letters—or rather, who could not tell them if asked—could draw the letters if I named them, as the unit from which to build a pattern. They seemed unable to name the letters themselves because the task was toned by memories, defeat and frustration in early years, the inevitable reaction to a demand which was made before they were able or ready to perform it.

Few children of five year old are ready, physically or mentally, to sit and look at printed pages and realize they hold a message. The eye muscles are not ready, the active impulses of their bodies present the passive attitude, the eager curiosity of their minds

yields unwillingly to sedentary methods of satisfying it. We get the results we ought to have expected. In general, no child is ready to learn reading as a formal process with a *mental age* below 6 to 7 years. It so happens that a small proportion of the 5-year-olds have a mental age of 6 to 7. In the past, these have been allowed to set the pace for the great majority. Thus, the class of 50 5-year-old babies *may* contain five whose mental age justifies and requires formal approach to reading instruction. Are these to be the pacemakers of the 45 odd who are not ready for this approach?

And this brings me to the overriding evil of the large classes in the Infant and Junior schools. When will the teaching profession cease to deceive itself that the children in such classes are, or can be, taught under such conditions? Every child differs physically, mentally, and emotionally. Mass production methods cannot succeed in education without an overwhelming casualty list.

Maybe I shall be told, 'classes *are* being reduced in size'. I am un-

convinced. I am dealing with concrete fact, not paper recommendations. And the facts as I find them in experience are these: the school medical service is attempting to save our children from illiteracy; remedial work is good, but its necessity is deplorable; an ounce of prevention is worth a pound of cure. Teachers, the preventive work is yours.

* * *

[The conditions described by Mrs. Jackson are, alas, commonly to be found in the schoolrooms of Europe and Asia. Monsieur Lavachery, in the next article, comments on the retarded intellectual development of the children at the Domaine and he, too, ascribes it largely to emotional and sociological factors. This is not said in order to soften Mrs. Jackson's stern challenge to teachers; but rather as a reminder that the solution of the problem she describes is not to be found solely within the school but must also be sought by teachers through active citizenship and, above all, in close co-operation with parents.—ED.]

A School for Fatherless Children

Jean Lavachery

Director of the *Domaine des enfants*,
Les Cailloux, Jodoigne

THIS 'Domaine' is a home school consisting of a large manor, three houses, a farm, and about ninety acres of land, about thirty miles south-east of Brussels. It began its work at the beginning of 1946 and was officially opened on December 14th in the presence of the Ministers concerned in its running. It was started at the instigation of 'Solidarité,' which is an association, started during the occupation, to help those who suffered from repressive measures taken by the Germans against military and civilian resistants.

This organization finds most of the money for the Domaine and takes the major responsibility for it. But it was thanks to the Ministry of Pensions, and particularly to the present Minister, Dr. Albert Marteaux, that the school was able to open. At present the Ministry of Reconstruction (as laid down in a law promulgated on July 19th, 1946) is responsible for the maintenance of legitimate and illegitimate children under eighteen, whose fathers died under the resistance, and children of members of the resistance whose means or state of health prevent their being able to support their children.

This was the Statute under which we admit children to the Domaine, as to all other homes run by 'Solidarité'—except for holiday camps.

Their uneasy political background accounts largely for the social, physical and psychological characteristics of these children. With very rare exceptions they are working-class children. Since they are Walloons (the Flemish children are in another home-school), they mostly come from thickly populated districts. This doubtless accounts for their being rather over average height—almost three centimetres taller than the national average. At present, thanks to the good food and hygiene in the home, their weight is beginning to correspond to this height. It should be noted that these children have been even more undernourished than most other children, owing to their having had to live in hiding, or in children's colonies that were very poorly provided for.

We cannot here go into details about the health of the children when they came to the home. The term 'debility' covers, and often masks, the difficult state of health with which we have to deal.

The intellectual state of these children was sufficiently unusual to draw our attention, and we cannot yet fully explain it. The mean Intelligence Quotient of those under fourteen, measured by the Terman scale, is 93, in spite of the fact that 40 per cent. have an I.Q. of 100 or more. (Our mean figure has been further lowered at the moment by the temporary presence of some children from special institutions.) One cannot help asking whether such a result—so much lower than that obtained by Terman and Merrill in 1937,¹ when they tested children with a similar social background to ours—does not find its explanation in the emotional state of our children.

For it is in their emotional development that they have doubtless suffered most; it is here that their drama lies, and it is this which distinguishes them from other victims of the war. They share with these others the terrible shocks of air raids and of nearby fighting, but over and above these troubles, they have experienced the absence or death of a father or mother and sometimes of both.

In view of all we have learnt from the psycho-analysts, there is no need to insist on the importance of factors such as these in setting up character disturbances in the child and, later, in the adult. Furthermore, many of these children have had to live in hiding for months and even years and some of them have been brought up in colonies by irresponsible individuals. The result of all this is an extraordinary instability of conduct; an inability to concentrate, even at play, and

an extreme flightiness in their choice of free occupations.

Of course, these peculiarities, along with night fears and enuresis—both frequent on arrival—tend to disappear. The painting and drawings of these children, for example, which were at first timid, meagre, and lacking in solidity, have attained a breadth and complexity which is sometimes astonishing, whilst they still continue to deal with primordial themes of power and terror.

One other point remains to be dealt with, *i.e.* their educational backwardness, which is considerable and very marked. The responsible authorities admit that in Belgium 60 per cent. of all school children are in a class below that required by their chronological age. The cause of this, it appears to us, does not lie wholly in the circumstances of war, but also in the fact, which grows more and more obvious, that traditional teaching methods are ill-adapted to the social and psychological needs of modern children. However that may be, this backwardness, which varies from one to four years, affects at least 75 per cent. of the children of all age groups. To give an example: the children of nine to ten can hardly any of them read and write competently. This total deficiency is often made worse by special weaknesses, which mean that any given child has reached very different levels in various branches of the school curriculum.

This is the picture presented by the children of the Belgian Resistance. Unfortunately, their situation is by no means unique, nor even particularly serious when compared with that of the children of Central Europe. But such as they are, they are absorbingly interesting and deserve our most careful and tender attention.

I will describe briefly the way in which we have set to work to organize the teaching side of Les Cailloux, as the Domaine is called. We have not attempted anything very original and we do not feel ourselves to have done so even in our secret hearts. Yet, at the end of this article, we will consider whether our activity is not valuable

¹Terman and Merrill applied their tests to children and adolescents, aged two to eighteen, coming from the homes of skilled and semi-skilled artisans, small shopkeepers and minor civil servants. They found a mean I.Q. varying from 103 to 109. Once more this test is seen to test factors that are closely determined by family and social background, which in our case has been disrupted by quite abnormal circumstances. Does this perhaps diminish the predicative value of the test? (Quoted from *Intelligence et quotient d'ages*, by R. Zazzo, Presses Universitaires de France, 1946.)

and unusual in certain of its aspects, more as the result of our circumstances than of any pre-determined theory.

It is obvious that even if we had not started as partisans of the New Education, the social and above all the psychological circumstances of our children would have obliged us to use its methods.

Character training and intellectual training find in a home school an ideal field. These two aspects of education overlap so fully and in so complex a way that the day will come when uniting them will cease to be an aim and will become a matter-of-fact reality. Character training is brought about through the social organization of both children and teachers, and intellectual training consists in guiding the child into an active relationship with his milieu. This milieu includes, of course, objects and events in nature and the works and behaviour of men.

Character training is a matter of organization, a matter of technique. The teacher's own personality should not really have the terrifying

importance that it has at this moment. But character training will remain an art for as long as traditional methods obstruct the training of real 'New' teachers. Tradition prevents these new techniques from achieving full stature. In order that they may grow to it, the new techniques must be extended to the whole school system; that is to say, the school must be made effectively democratic; this was the main conclusion of the N.E.F. Conference in Paris last summer.

The important thing in education is not so much its immediate effect, measurable in facts learned or techniques acquired, as its future consequences, that is to say, the capacity for happiness and the level of human efficiency of the end product, *i.e.* the future citizen. This reflection should cause us to mistrust anything in education which 'works' too well. Any immediate 'perfection' generally means that the teacher is thinking too much about form and too little about function; it means that processes have become fixed and that there is danger that teaching may become a routine. All that lives

grows—that is to say, fluctuates. Adaptation should not merely be a crisis for the beginner, but should be the persistent principle of every seeker.

The practical arrangements at Les Cailloux therefore change not only because we sometimes find we have made mistakes, but because the community itself is ripening.

The activities of both children and teachers are organized in two main ways: the general assembly, and age-groups divided into teams. We have purposely said 'of both children and teachers'. The day of children's republics, which were a natural reaction against the old monarchical classroom, is over. A teacher's true value arises from the fact of the inequality between himself and his pupils, provided that his methods and, at the moment, his personality, are suitable.

The weekly assembly is a meeting of all the inhabitants of the House according to a ceremonial which has not yet been finally worked out. It deals with the conduct of every member, and the feeling of the meeting is expressed through the team leaders and those

German Youth: Bond or Free.

HOWARD BECKER.

"An important book on an important subject discussed with profundity and originality." *The Tribune*. 18s. net.

Mission of the University.

JOSE ORTEGA Y GASSET.

"The most outstanding and most original contribution to the current discussion about the Universities that has yet appeared." *The Highway*. 7s. 6d. net.

A Dictionary of Abbreviations.

C. C. MATTHEWS.

An indispensable reference book for the office and the home, comprising abbreviations in use in commerce and the professions which have achieved some degree of general currency as well as abbreviations which are common coin. 6s. net.

The Comforts of Unreason.

A Study of the Motives behind Irrational Thought.

RUPERT CRAWSHAY-WILLIAMS.

A book for the general reader, it deals with the genesis and practice of common or garden unreasonableness in normal human beings. The author, who is a keen student of Educational Psychology and the Psychology of Language and Reasoning, is giving a number of broadcasts on this and allied topics. 12s. 6d. net.

Between Man and Man.

MARTIN BUBER.

"Five Essays by a distinguished philosopher, Professor of Philosophy at the University of Jerusalem, developing his theme of 'I and Thou' and applying it to the principal questions of personal and social life. A stimulating and moving book." *Times Literary Supplement*. 12s. 6d. net.

ROUTLEDGE

KEGAN PAUL

responsible for groups. Praise and its opposite are meted out by the children's elected President or by the Director. Reproaches about conduct usually take the form of explaining the kind of behaviour that would have been more appropriate. The assembly very rarely imposes a sanction. It distributes tasks (as regards order and cleanliness) and functions (President, Librarian, Postman, etc.). The Director informs the children of general decisions which affect them and discusses how they should be applied.

Finally, so that the children may not think of these meetings as rather dull affairs, the groups do a scene, or song or dance, generally on a given theme, but always full of childish inventiveness. These shows are necessarily very hastily prepared.

The age groups, which are the framework and motive power of the life of the House, are based on certain great stages in the mental development of the child, taking into account certain demands imposed by the present structure of Belgian education.

Jean Piaget has defined the stages in the psycho-social development of the child from four to sixteen (the age of the children at Les Cailloux) as follows :

Intuitive (up to six or seven), concrete (from then to eleven or twelve) and formalizing (beyond eleven or twelve). We call these stages psycho-social because it is clear that these intellectual phases affect other aspects of the developing personality.

The compulsory school age (six years old), the change from primary to secondary education (eleven to twelve years) and the present normal school leaving age (fourteen) are also useful as means of grading.

This gives us five groups whose chronological ages are fluid but whose psychological homogeneity is very striking. From four to six there are the 'Marmousets'. These are at present in the hands of three teachers, one of them having a Froebel diploma. From six to eight are the 'Oursons', an extremely active group, which is in the charge of two teachers, one of them fully trained. They are not divided into teams, their functions and their way of grouping themselves being variable and short-lived, as are

their interests and the symbolism of their games.

From eight to eleven for the girls, and to eleven and a half for the boys, we have the 'Cubs'. This group is usually numerous and has a good deal of solidarity, but it also one which has been particularly affected by the circumstances of war. The whole group is divided into sixes with a 'Sixer' at the head, according to the usual scout formation, which includes both the 'jungle spirit' and the rituals which result from it. This group is in the charge of four teachers, all of them trained and one of them Froebel.

The 'Pioneers' comprise the adolescents from eleven or eleven and a half to fourteen or fifteen. They, too, are organized more or less along scout lines, but their law is more specifically directed towards the idea of human solidarity and of the responsibility of youth in the building of the world of to-morrow. Their motto add all their programme is 'Garde ta Jeunesse'. Their symbolism has its roots in the work of the pioneers of civilization itself; the explorers, the men of science and those who have promoted justice amongst men. They are in the hands of two senior teachers.

When an adolescent goes daily to a school outside the Home, which means that he is already engaged in some kind of vocational training, he becomes a Zulu (they chose this name themselves and to them it implies an idea of zealous striving). They keep the law of the Pioneers, but they undertake more important responsibilities including some for the younger children. Their immediate chief is a young teacher, but the Director takes an even more frequent hand with this group than with the others and, above all, his relationship with them is more personal.

This division into groups determines the arrangements in the dormitories, at meal-times, in games and artistic activities, in sport and even in the classroom.

There is one important exception to what we have just said: the girl Pioneers and Zulus sleep with the 'Marmousets' whereas the boys of this group have their separate dormitories. For if co-education is not only the practice but is also defended in principle by the teachers at Les Cailloux, this does not lead

them, given present conventions, to put the cart before the horse. The important thing in these matters is the atmosphere which is created, and this atmosphere depends on something quite different from dormitory arrangements.

This pre-eminent thing is confidence, which alone can fill (or fail to dig!) the ditch which usually exists between adults and the rising generation. Through confidence alone, too, can minds troubled by war-time experience regain equilibrium.

Nothing is more moving than to see the small rigid faces of those who arrive change into openness, the inhibited gait change into a relaxed one and the most diverse crafts (drawing, carpentry, acting, etc.) improve to an astonishing degree. We find in these things palpable proof of the profound and intimate effects of our work—far stronger proof than in the children's discipline, which changes rapidly, or even in the expressions of affection which the children come to bestow upon us.

To give some idea of our daily life, I will give a time-table, though it will be understood that it varies according to the season, the holidays and the hundred and one unforeseen incidents of daily life.

- | | |
|------------|--|
| 7.30 a.m. | The children get up, do exercises, make their toilet in groups. |
| 8.15 a.m. | The Director inspects the dormitories and the performance of group duties. |
| 8.30 a.m. | Breakfast. |
| 9 a.m. | School. |
| 12 noon. | Free time and table duties. |
| 12.30 p.m. | Lunch. |
| 1 p.m. | Rest. |
| 2 p.m. | Art, crafts, or sports in groups. |
| 4 p.m. | Tea. |
| 4.30 p.m. | Free time. |
| 5 p.m. | Individual study and 'marmousets' toilet. |
| 6 p.m. | Oursons toilet (other groups go on with their activities). |
| 6.30 p.m. | Dinner for Marmousets and Oursons. |
| 7 p.m. | Marmousets go to bed, Oursons toilet. |
| 7.15 p.m. | Dinner for Cubs, Pioneers and Zulus. |
| 7.30 p.m. | Cubs toilet, Oursons go to bed and other groups meet. |
| 8 p.m. | Cubs go to bed. |
| 8.30 p.m. | Pioneers and Zulus toilet. |
| 9 p.m. | Pioneers and Zulus go to bed. |

The working day of the teachers begins therefore at about 7 a.m. and ends about 8 p.m., baths and sleep being invigilated by special personnel in turn. However, the school day is so arranged that each teacher has three hours a day without any children, two of them being free time. Thus we try to avoid that state of chronic overwork in the staff which is so familiar a feature in children's homes and which the monthly leave or yearly holiday does not succeed in averting. There is no need to point out that it is the children, at bottom, who profit most from our efforts not to overwork the adults.

The intellectual training of children consists in enabling them to establish increasingly objective relationships between things. And the objective relationships are based on the child's own activity and not on his enforced receptivity. A 'mistake' arrived at by the child's own researches has a higher human value than a 'truth' passively accepted; and, therefore, our guide should be the spontaneous groping efforts of the child himself.

But this effort is possible and fruitful only when the emotional state of the child—and of the teacher—is favourable to it. We have seen that the children of the Resistance have suffered most bitterly in their psychic make-up. This is why our main aim is always to create a relaxed atmosphere between the children and their teachers.

The classroom work at the Domaine is done in groups. There are no classes but only groups such as we have described. A given child remains in a group for as long as he needs to do so and the length of his stay depends less on his scholastic achievements than on the psycho-social level he has reached. Each group therefore has a kind of autonomy as regards learning, just as it has as regards creative and craft work.

I am not trying to belittle the difficulties that arise over putting this system into practice. All that I have described, it may be thought a little glibly, remains the thing that we aim at rather than the thing we are doing. Yet the door is open and already we have put out of our minds the notion of a class as an age group. Thus the learning

process never ceases and educationally backward children—and we have seen how numerous they are—do not find themselves isolated among younger children and they avoid the psychological discouragement caused by being 'left down'. School work is written into the general texture of activities that the child assimilates; it no longer forms an indigestible and invasive block in the child's daily living.

Apart from this, the learning experience in the groups is very much like that in all other new schools or rather, if it differs from these it is because it still resembles too closely the traditional schooling. The school has only just been founded (May, 1946) and the staff, full though they are of goodwill, has only just emerged from training colleges, to make contact with the principles of Dr. Decroly and with the kind of work these entail.

The Marmousets spend most of their time in constructive work with the help of the most diverse materials; the Oursons make contact with things and people in their immediate surroundings; reading and writing are acquired by global methods and arithmetic starts from intuitive units of measurement; the Cubs classify and compare all that they observe in a milieu which is already wider, but which is still directly within the compass of their living experience. With the Pioneers, as their name implies, a real exploration of the world begins. As for the Zulus, the fact that they go to school outside the Domaine seems at first sight to exonerate us from instructing them further. But this is not at all so, and we continue their cultural education along with their character training and civic education. We begin to discuss with them, at their own level, the vital problems of civilization, including sexual problems and the great political and philosophical problems.

A word must be said about the teachers: the same unitary principle is applied to them as to the whole pedagogical organization of the House. This is why we have purposely refrained from using the conventional terms: 'Educateur'¹ and Instructor. We consider that

¹ I have avoided translating this word, since the context makes the sense clear and since we could find no English word for an educator who does not teach nor for a teacher who does not educate. *Trs.*

READINGS IN ENGLISH LITERATURE

Gerald Bullett, M.A.

Sometime Scholar of Jesus College, Cambridge

A collection of chosen passages from Chaucer to Matthew Arnold, designed as an introduction to the classics of English literature, and including comments on the selected writers.—*The Times Literary Supplement*. The editorial commentary which prefaces the excerpts from each author is quite out of the common run of its kind; these fresh, stimulating and eminently readable essays are well designed to help the reader to see his authors in their historical context. — *Scottish Educational Journal*.

Suitable for Fifth and Sixth Forms. 5s. 6d.

THE MIND'S EYE

A Visual Approach to Composition

Graham Cherry, M.A.

Here is a book worthy of serious attention. Briefly the pupil looks at a picture, and by means of a large number of questions, he is trained to observe carefully in order that, after his interest and sympathy have been aroused he may express his ideas naturally and freely. We recommend teachers of English to examine the volume.—*A.M.A.*

Suitable for Upper Fourth and Lower Fifth Forms. With 10 page illustrations, 2s. 6d.

FOUR WINDS

Compiled by

Jean Edwards, B.A.

with an introduction by

Kenneth Muir, M.A.

A poetry anthology showing a liberal and progressive outlook on the part of the editor. Enjoyment is the keynote of the collection. And certainly though many old favourites appear in it, they seem in their new company to wear an aura of freshness.—*Times Educational Supplement*.

In 3 books: I, 1s. 8d.; II, 1s. 10d.; III, 2s.
Suitable for 11-15 years.

A. & C. BLACK

SOHO SQ., LONDON, W.1

these two functions are inseparable, and the ancient realism to which we are still bound obliges us to change the name if we want to transform a state of affairs.

The 'Educateur' has been born from the divorce between the family and the school which the war has accelerated notably. A new being has emerged from the scout movement and from political and confessional youth movements. It is possible that, in spite of his immense imperfections which resemble rather the 'right mistakes' revealed by the Gestalt theory, this new type is a prototype of the teacher of tomorrow.

His tasks are overwhelming, both morally and physically. He takes the place of the parents, but for thirty children. This overwhelming burden is laid upon the shoulders of young people who themselves have only just emerged from adolescence. And they accept it with a high-heartedness which is often above praise. But the best will in the world does not replace an essential minimum of competence. The paving stones of hell are there as witness to this.

This is why, to round off the Educateur, we have had recourse to the trained teacher. What he lacks, in spite of his technical competence in teaching and discipline, is a full knowledge of the psychology of the child and that continual day- and often night-long contact with him which characterizes the Educateur.

Faced with this dilemma, 'Solidarité' has chosen its personnel for their moral and social qualities. Given this more or less stable basis, we ourselves take charge of their training as follows:

The trained teacher comes out of his classroom to share, as much as does the Educateur, in the fluid and explosive life of a group of children, all day long. The Educateur, on the contrary, goes into the classroom (which has already been to some extent transformed by the 'departure' of the over-specialized teacher) in the rôle of technician in the arts, crafts, games and gymnastics.

But just as the teacher should no longer be merely a specialist in arithmetic or grammar, the Educateur should not become merely a specialist in crafts or physical training. The specialization he needs is nothing more nor less

than the personal bias through which he evokes best a creative response in children. In the teacher's heart and mind the children must find a living and growing confidence in themselves—a confidence which expresses itself in just conduct and in helpful words.

It is remarkable how apt these principles are to the conditions which have forced us to adopt them. At Les Cailloux, one Educateur is responsible, both for a Pioneer group and for the craft work in all the groups; another is 'head' of the Cubs and general organizer of drawing, painting and modelling throughout the House. The head teacher of the Pioneers is, at the same time, responsible for the Zulus, from the point of view of character training. Soon we shall have a teacher who, apart from her group work, will be responsible for observing and treating analytically those children who have particular character difficulties (enuretics who have not been cured by the atmosphere of the home, unusually difficult or unhappy children, etc.).

Such are the principal characteristics of the Domaine. It is only one amongst thousands of efforts in the struggling field of contemporary pedagogy. We asked ourselves in the beginning whether it contains any really original trait. All that we know of the new schools makes us feel that it does not. Yet perhaps certain parts of its organization do deserve to be perpetuated, such as the transformation of classes into groupings which would better be called 'cycles' given their extension in time, or perhaps our deliberate attempt to unify the functions of teachers and Educateurs.

But are these things really original? We ask because we ourselves are often asked what are our methods exactly. We, ourselves prefer to think that these are attempts to put into concrete practice educational tendencies which exist everywhere and that we have been able to make them fairly concrete just because our living conditions are more favourable than those of many schools. We also know that Rome wasn't built in a day, and our aim is not to put ourselves forward as an example, but, simply, to undertake a job of education.

Guiding in Schools and Colleges

Ever since the early days of the movement, strong traditions of Guiding have existed in schools of all types throughout Great Britain. A considerable proportion of the Commissioners and Guiders leading the Guide Movement to-day made their first contact with it in a school unit. The advantages of a School Company are felt most strongly in a boarding school where Guiding can be a link between school and home, and between the enclosed community of school and the outside world.

At the student age and stage there is little time for regular meetings, but an increasing number of Colleges have their Guide Clubs where members of the Movement can keep up their interest in Guiding and widen their knowledge of it as a World Association. At University level both Oxford and Birmingham have Scout and Guide Clubs where interested undergraduates, both men and women, foregather to hear talks and have discussions on various aspects of Scouting and Guiding.

Within the last year the Schools' Department have held two gatherings—one, a camp for Guides from school companies which brought together under canvas representatives of eighteen schools, and the other a Students' Conference at Imperial Headquarters in London. At both these events there were foreign guests, a fact which served to emphasize the strength of the world-wide fellowship to which all who join the Movement in any country belong.

Guiding as a voluntary society and a spare time activity complements the training given in school and college and, at the same time, opens a door to social service; while those who travel abroad will find few countries where the trefoil badge is unknown and many friends with common ideals and interests in the twenty-two countries which belong to the World Association of Girl Guides and Girl Scouts.

DOROTHEA M. POWELL

The N.E.F. (International) is often asked to arrange correspondence between teachers in different countries, and in order to meet these requests a register will now be kept by:

Miss E. D. Bingham, 10 Woodholm Road, Sheffield 11.

Teachers abroad desiring to correspond with teachers in Great Britain, and teachers in Great Britain desiring correspondence with teachers abroad, are invited to write to Miss Bingham. The British should state the country with which they would like to be linked.

THE CHILDREN WE TEACH

SEVEN TO ELEVEN YEARS

SUSAN ISAACS, M.A., D.Sc.

The chief aim of this book is to show children as real and living individuals and not as mere creatures-to-be-taught.

It is intended to be of practical use to teachers already in the schools as well as students in training. 4/- net

THE TEACHER ON THE THRESHOLD

E. R. HAMILTON, M.A., B.Sc. (*Principal of the Borough Road Training College*)

Written in an easy non-technical style, this book deals with important psychological and educational principles, and introduces the young teacher to the essential problems with which he must come to grips.

“ . . . undoubtedly a great book.”—*Education*.

6/- net

MEN AT WORK

C. A. OAKLEY

Addressed particularly to works managers, personnel managers and others engaged in handling people, this is a survey of methods of procuring greater efficiency in factories, written from the stand-point of the industrial psychologist.

“Every student of economic history should read this book. We have seen nothing better in its line for the last twenty years.”—*The London Teacher*.

8/6 net

GREAT ADVENTURE

N. and J. H. HIGGINSON

These inspiring chapters on adolescent education will be appreciated by teachers and Youth Service workers as well as men and women returning to civilian life from the Forces. 4/6 net

UNIVERSITY OF LONDON PRESS LTD.

WARWICK SQUARE

LONDON, E.C.4

A Benedictine Boarding School in Belgium¹

Dom B. de Gérardon

Headmaster, Ecole Abbatiale, Maredsous

FEW schools with only a hundred boarders refuse to admit day boys. The Abbey of Maredsous when it set up its school in 1881 was the first Institution in Belgium to understand that a restricted number of pupils was a prime condition if anything approaching a family spirit were to be achieved. It has remained faithful to this principle in spite of innumerable requests to break it.

In a good family the child is dimly aware that his parents love him and wish him well and take an interest in him, and that is why he trusts them. Happy is the school in which a similar attitude reigns! As soon as a child at school perceives on the other hand that he is considered by the authorities merely as a cypher on the school books, he cannot feel himself to be a son of the house. Neither can he feel this if he sees that he is valued not for what he is himself but only by reason of his prowess in some aspect of the school's life, if he is for example good at games or at work or inventive, and if therefore he sees that only two or three of his teachers treat him with sympathy whilst the rest are indifferent to him; nor if, worse still, he guesses that he is a nuisance to some disillusioned teacher who is longing to be engaged upon some other work or who is tired of the job.

A school in which a family spirit can reign must have none but a zealous staff, bent on penetrating the inner mechanisms of the children confided to it, and on sacrificing to its educational mission its time and its efforts.

At Maredsous the pupils feel an atmosphere of benevolent affection. They sometimes find sternness, but never stiffness or indifference. The young developing personalities do not run up against the tyrannical lack of understanding in a teacher who is only trying to impose his own ideas, nor against the high-handedness of an arrogant and suspicious usher. In school, as at

play, teachers and pupils have a good and cordial understanding. In the classrooms, which number from twelve to fifteen pupils, there is no need for strict discipline. Good order can accept a certain freedom of word and action which testify to the children's interest in their lessons and allows them a certain nervous relaxation which is very healthful. If faulty work brings down just thunders from the teacher who corrects the exercise with scrupulous care, a prank or a breach of discipline can be repressed by a simple and smiling recall to order.

Leisure time pursuits have this same atmosphere of family life. The teachers often mingle in their pastimes and as often leave the pupils to amuse themselves: they know that in their absence the games go on just as happily as if they were there and that if necessary a senior boy would not hesitate to restore order. This same principle obtains in the preparation rooms. A teacher is normally in charge of these studies but if he cannot be there, discipline still holds, because the pupils of their own accord protect their liberty from abuse because they hold it so dear. The many and various occasions offered them for the frank but discreet employment of their liberty makes them feel that they are trusted and that at school, no more than at home, are they suspect.

A similar current of family feeling unites the pupils amongst themselves. Quarrels sometimes break out which we take care not to snuff out immediately, provided there is some reasonable ground and that they are fought out fairly. In every family do not the more high-spirited brothers get rid of their excess energy this way and force the weaker ones to join their wars? Doubtless, too, there are boys who annoy the others by their girlish ways, their whining tones or their clumsiness. They will soon be set right by a harsh word, a passing insult or a menacing gesture, which are their fellow pupils' reactions to their behaviour. But generally speaking the boys uphold one another as brothers do in a big family.

At the same time some of the elder boys are, to a certain extent, responsible for the small ones. This responsibility has been made official by putting each of the seven or eight top pupils, elected for their job by the seniors of the school, in charge of seven or eight of the youngest boys, whom they are expected to help and encourage in work and conduct and the many little questions of every-day life. The school does not isolate any of its elements and frequent contacts take place during recreation and at meal times; therefore, the unhealthy sentimentality which too often arises at boarding schools and that is made worse by rules and regulations, practically does not exist here. As soon as any excessive affection displays itself, it is so openly and healthily ridiculed by the pupils that it soon disappears.²

Special Characteristics

The atmosphere of the Benedictine Abbey, whose towers and walls dominate the school, transuses it throughout and stamps it with a special character of its own. Let us pick out the most important trait—without indicating those which refer to religious formation—the intellectual work and certain exterior aspects of daily existence.

Accustomed to live in a very bracing framework in which the general atmosphere is more powerful than the influence of individual personalities, the monks introduced this conception into the school. Thus they do not seek to impose their personal influence on the children, but each effaces himself willingly in favour of the others, convinced that the educational benefit will be the work of years and of a collective framework in which each one modestly plays his part. This mutual respect between the teachers is reflected in the respect that they feel for the children. Refusing, in general, to treat roughly or crush their nature, they aim to transform them little by little by persuasion, being convinced that each child's will will be

¹ In this Benedictine school most of the instruction is given by monks of the order. There are visiting lay masters for mathematics and English—usually those subjects with which the monks feel they cannot adequately cope.

² Readers may ask themselves how a family atmosphere, as they conceive it, can exist within these woman-free walls. *Trs.*

greatly strengthened if it is clarified and made conscious. They do all they can to bring each pupil gradually to a reflective obedience and a free consent.

College Life

Warmly though the family spirit may be cultivated, we do not lose sight of the fact that a hundred children do not allow themselves to be led as easily as a dozen. At various moments of the day a hundred pupils all meet together, and to achieve this adequate means have to be employed. Without overdoing it, we do use bells, whistles, forming in line and methodical inspection. These traditional proceedings have their point, as the pupils themselves realize and the displeasure they cause is not without educative value. After a child has had a chance to give free rein to his own personality, it is not a bad thing that several times and during several minutes each day, he should feel himself reduced to being only a unit in a crowd. Life will hold similar situations for him against which he will not have to rebel. Furthermore, it is good that children should at times be checked in their spontaneous tendencies. If every aspect of their lives is conceived in accordance with their own wishes they will meet with great disappointments later on. Obligatory silence, prescribed attitudes and perfect punctuality seem then to have their purposes, provided they do not become exasperating. Shortcomings on these points, as on other more serious ones, deserve to be punished only if punishment is sufficiently justified. But just punishment does no harm; if the child does not understand it, it must obviously be explained to him. If the pupil understands from the tone and bearing of the teacher who administers it, that the punishment is imposed for his own good, he submits to it without hesitation and we have proved that the child does not withdraw his confidence from his teacher on account of this. On the contrary, it appears that he would lose confidence if he saw that his teachers did not react clearly to some weakness of his own, or to a manifestation of his own ill-will. Various punishments are in use at the school, ranging from additional work, either manual or

intellectual, to keeping them back for a day or two at the beginning of the holidays. A most typical punishment, monastic in its origin, is to make the pupil take a meal on his knees before the High Table in the refectory.¹

It is equally useful, in order to stimulate the pupils, that their efforts should be judged by the authorities. This judgment, expressed as a percentage, is made each week, and passed on to the parents. The system is open to criticism, but it is practical and the pupils are all the more affected by it because the results carry with them some privilege or restriction. It would be wrong not to employ this stimulant, or other similar ones. They accustom the children to control themselves and to accept the judgment of other people. A week is a good period of assessment, not being too long or too short.

Contrary to the family spirit whose development is natural, the apparatus of educational discipline, because it is artificial, requires to be perpetually reviewed—a mechanism shakes loose or becomes locked very easily. In order to make sure of perceiving such tendencies and to avoid any false or clumsy step, the second master (Prêfê de Discipline) gathers round him regularly the captain and the seven or eight big boys elected by their fellow pupils in the top class. These tell him their feelings about the progress of the school, make their criticisms and put forward their wishes. By their intervention they ensure harmony between the various intellectual and spiritual factors in the school and its practical organization and they forestall or appease the innocent misunderstandings which can always arise between the monks and the pupils.

Conclusion

The school of Maredsous and those which resemble it, make no pretence of having discovered a pedagogical formula. Their secret is rather that they hold a harmonious balance between the totality of forces concerned and do justice to each. The children are taken as they are with their open and

active natures; the staff bring to each one their affection, their experience and their zeal; teachers and pupils meet in mutual confidence and through this confidence and the free play of their natures, the children develop an atmosphere favourable to the development of their personality, religious, intellectual and moral. This fundamental joyousness comes up against, but is not shaken by, the sometimes heavy weight of certain forms of work and discipline. Thence flows an inner well-being and joy. It is thus that they prepare themselves for life.

Brought up in this atmosphere, the pupils acquire certain basic qualities which remain with them. We would stress above all, frankness and the taste for good workmanship. They learn, too, not to be calculating and to sacrifice their own interests for the good of the whole; they have, in fact, found so much satisfaction in the collective life of their class at school, that they have loved it and have put the whole of themselves into it.²

The school régime of confidence and sincerity is equally favourable to the development of personal judgment. The teachers reason aloud in front of their pupils, know them intimately, express freely before them their impressions of people, things and events. What can be more educative for the boys than this basic contact with a ripe intelligence and an ardent spirit? The pupils are not slow to express in their turn their own impressions to their teachers, who correct them when necessary. It is striking to see how freely the intimate thoughts of the pupils, which have already been given verbally, are translated without disguise in their essays or examination questions. The formation of a sound judgment is precious in times when so many ideas are in question.

Let us admit in conclusion that this educational régime is not suited to all boys. A fundamentally

¹ This seems a long way from the modern idea that re-education should replace punishment, but no-one in a country where corporal punishment is still on the Statute Book can afford to be too censorious about any other form of punishment.—ED.

² It is interesting to note the general criticism inside Belgium against Maredsous: that their public examination results are much inferior to those from other schools. Maredsous refuses to 'cram' and aims, as far as religious doctrines allow, at the development of the whole personality of each individual pupil. One further significant fact: the number of old boys of Maredsous who died for their country during the war is proportionately four times as great as those from any other school in Belgium. The same proportion exists in old boys who succeeded in making the perilous passage to England during the years 1940-1944. *Trs.*

lazy boy will not find in it those harsh exactions which alone could save him from his vice. A boy whose earlier education has made him cunning and deceitful will abuse the freedom of the school and will do as much harm to other

pupils as to himself. Only those pupils who are simple and open-hearted can profit from their passage through the school. That is why places are reserved preferably for the sons of old boys in whom these qualities will have

been encouraged and cultivated from their earliest years. And this is also why we prefer to take new boys into the lowest classes, for spontaneous confidence is acquired more eagerly and more surely during the younger years.

Les Jeunesses Musicales—Youth Music Groups

Robert Hendrickx

Administrateur de la Société Philharmonique de Bruxelles des Jeunesses Musicales

IN October, 1940, M. Marcel Cuvelier, Director General of the Philharmonic Society of Brussels, made a first beginning with Youth Music Groups. He had more than one aim. He wanted on the one hand to form the musical taste of youth, and on the other—Belgium having been occupied since the month of May—to extricate the greatest possible number of our young people from the clutches of propaganda and from the Nazi youth movement.

The work was by no means easy as it had to be carried out in spite of the prohibitions of the occupying power. There was no way of giving any open publicity to the movement, and concerts and meetings had to be held more or less underground. In spite of these difficulties the project was entirely successful, and from the beginning of the second season agreement was reached with the Royal Conservatoire of Brussels so that its activities were fused with those of the Youth Music Groups. An agreement was also made with the National Orchestra of Belgium, which takes part in all performances, and with the Palace of Fine Arts in Brussels, which lends many excellent concert rooms to the movement.

The success of the Youth Music Groups depends, oddly enough, on factors which are not strictly speaking musical. The idea of concerts for children is not a new one. One remembers the concerts organized by Schellings in America since 1925. In Belgium, Desiré Defauw had established children's concerts by 1930. But these concerts were organized on much the same lines as were those given for the general public.

Those given by Youth Music Clubs are inspired by a new spirit which has borrowed something both from the scout movement and from sports clubs. When aesthetic fields

are approached in such a spirit, doors to a new world are open to the young—a world which hitherto they have regarded with some apprehension. We must not impose concerts on young people. They must come eagerly, as they go to the cinema or football match. That is why Youth Music Groups may be said to correspond to a kind of musical Scout movement. Members aim to increase their own love of music and to help others to love it.

Our first principle is confidence in the young. We aim to enable them to realize their own value and to manifest their personality and their talents. The members produce a monthly Review. The heads of the movement leave editing and production to the young people themselves. They do not write only of music, but treat of all the subjects which concern the art. The young people work out the programmes mainly themselves and discuss the way in which they should be presented.

In every class of every school a pupil delegate of the Youth Music Group arouses the interest of his fellows. It is he who inspires and deals with their programme. He reminds them of the dates of concerts and often gives little talks about the music they are to hear or plays them over gramophone records of parts of the programme. A school delegate keeps the class delegates in touch with each other and is himself directly in contact with the heads of the movement, so constituting the necessary link between members and organizers.

The delegates as a whole form a sort of administrative council, which meets eight days before each concert. They prepare for their concerts, receive free of charge the annotated programme for their members, and they also hear a short request concert, or a talk illustrated by passages of music or (as we are doing this year in Brussels) they

hear the life of a composer told in an imaginative and evocative way.

Delegates have organized various competitions (instrumental and vocal music, competitions for the best school singing, for the best written critiques). Far from neglecting or abusing all this freedom, the young members show a tireless zeal in creating a rivalry and enthusiasm for music. They often put forward extremely interesting suggestions which are always acted upon (an example of such is the publication of a pamphlet 'What is an Orchestra', written by Paul Hooreman, the composer and musical critic, to whom we also owe some very interesting meetings on little-known English works; these meetings have been held in Brussels and Paris under the auspices of the British Council).

Furthermore, visits to museums and exhibitions have been organized by the young people themselves and have proved very successful.

Children's concerts organized in such a spirit cannot but succeed. Not only in Belgium (Brussels, Ghent, Charleroi, Antwerp, Liège, Alost), but abroad, the Youth Music Groups are multiplying. In the City of Brussels alone we have more than ten thousand members although we have been at work for so short a time. A similar movement was started in France in 1941 under the Direction of M. René Nicolay, who had promptly got into touch with M. Marcel Cuvelier.

The war over, and foreign contacts easier, and secrecy being no longer necessary, the Youth Music Groups were at once able to organize their first international congress. This took place in Brussels in 1946, and gave rise immediately to the formation of Youth Music Groups in Holland, Luxembourg and Italy. Other countries, including Switzerland, are expecting to form similar groups in the immediate future.

Why Teach English ?

Roy Niblett

Professor of Education,
University College, Hull

THE English teacher is often regarded and appealed to at once as grammarian, critic, actor, man of culture, sociologist, philosopher and encyclopaedia of general knowledge. That this can happen at all, of course, is one of the glorious things about English: it is so obviously in touch with life at many points. But I want to start by enquiring what the *central* purpose of English teaching ought to be.

I take it that the prime duty of a school programme is to minister to human needs, and I would suggest that much of the present curriculum neglects some fundamental human needs quite astonishingly. The tendency of most subjects which the modern boy or girl studies at school is to encourage him to think that the objective demonstrable truths of fact are in practice the real truths, or at least a good deal more important than any others. Quite rightly we try to teach him that he must deduce conclusions from given data and not import imaginary data to help him arrive at the conclusions he would like to draw. Facts are sacred, yes: logic is compelling, yes; but there are more things in heaven and earth than facts or logic. And to those other things how much time do we give in the curriculum?

It often happens in the Secondary Grammar School to-day that Art is dropped before the S.C. year and Music even before that. Religious Knowledge is not usually treated as a philosophical subject before the Sixth Form is reached, if then. And thus sometimes it is left pretty much to the English teacher alone—often without his being very well aware that it has been—to help boys and girls to feel and know the reasonableness of all that great part of life that is beyond logic or reason.

'Full fathom five thy father lies;
Of his bones are coral made.'

'Light thickens; and the crow
Makes wing to th' rooky wood.'

'The horned Moon, with one
bright star
Within the nether tip.'

The Ancient Mariner judged by any criteria known to the scientist as a scientist is silly stuff, and yet here in the English period it is being treated with the utmost normality, as unquestionably the work of a great poet. Judged by any logical mind justly and without prejudice, *Macbeth* and *The Tempest* are incredible plays—yet they move and disturb. There is something in a good deal of literature like much of life itself: for in life effects cannot be prophesied from causes and nothing else. It is worth noting that when we talk about the discipline of life we mean being disciplined by the sort of happening which cannot be prophesied.

In brief, the study of literature inevitably confronts the pupil with many situations and gives him many experiences that challenge the idea that a scientific, neutral, objective attitude is the only right and appropriate one to take up in the face of facts. He may even begin to see that some myths are true in another way altogether from the literal, and that the important truth about them cannot be conveyed in the language of a mathematical proof or of a chemical reaction.

The good English teacher must, I believe, inevitably become in the course of his work the transmitter of an unfamiliar set of values. Just because literature is concerned so nearly with life neat, he cannot avoid dealing with men's motives, presuppositions, ideals, characters. He is often in touch with beauty and humour, with joy and pain. The very choice of books for study implies in him a series of aesthetic and perhaps moral judgments. Why Shakespeare rather than J. B. Priestley? Why Milton instead of Pope? Why Emily Brontë and not Ethel M. Dell? The commentary upon literature which matters most is not really very much concerned with things literary, but is concerned very much indeed with things vital.

The true aim of literary studies, as C. S. Lewis says, is to lift the student out of his provincialism by

making him 'the spectator', if not of all, yet of much, 'time and existence'. The schoolboy is taken by it out of the narrowness of his own age and class into a more public world. History alone will not do, for it studies the past mainly in secondary authorities. The gold behind the paper currency is to be found, almost exclusively, in literature.

One purpose of education I suppose is to help people to judge rightly without enough evidence to do so. For life only rarely presents us with a case where a calm, detached, slow judgment is possible. Nearly always the situation is emotionally coloured. I believe that the emotional character of the pupil's response to literature in itself gives us an opportunity for helping him to develop the ability to think well under the *sort* of circumstances life so constantly presents. What he needs is not only knowledge *about* life and things and people but knowledge *of* them, which is a kind of experience.

It is all very well, it may be objected, to talk like this. But where do all the other things come in? What about grammar? What about punctuation? What about speech? What about teaching people how to write well? What about reproduction and précis work and ———?

Yes, these things are all important; more than important, they are indispensable. But they are the responsibility of others on the staff as well as the teacher of English; and so far I have been trying to show the distinctive function of the English teacher. To teach people to describe happenings and events in careful, accurate language and with disciplined proportion is not in itself a task *distinctive* of the teacher of English. Every teacher is a teacher of English as far as this is concerned—the English master himself, of course, included. The use of the mother tongue as a medium for the exact description of a process is the concern of the Science master,

the art of summary the concern of the History master, grammatical function the concern of the Languages master, and so on.

But in saying this I am in no doubt that the English teacher must take his full measure of responsibility for teaching people to speak and write well. Indeed, the ability to speak and write sincerely and meaningfully oneself is intimately related to the ability to know what one really feels and thinks, and to understand what others mean when they speak and write.

No doubt, of course, learning to speak and write good English has a direct vocational value and is an immediately useful achievement. But the real justification for learning to write well is not that it trains a man to be a more efficient wage-earner, but that it helps him to be a more effective earner of life itself. The relation between continued ability to experience and the ability to express one's experiences in some medium or other is very close. The medium of words is the most obvious one for most of us.

The way to sincerity in writing, however, is not as easy as it sounds. But there are two considerations we might bear in mind here: first, we might remember Ruskin's dictum that originality is genuineness; and secondly, we might think over a passage from Clutton-Brock: 'Reality is not something into which we are born and to which we are subject, but something which we have to achieve. We are not, as many people suppose, selves to start with. If I try to say something exactly, I am not trying to say what I have to say already. I am trying to make myself in saying it. The self, like the thing to be said, is in the future; it is something aimed at and not merely something to be discovered which already exists. When Beethoven wrote a symphony, he was not writing down something which had already stamped itself on his mind; he was making himself as well as the symphony, becoming more and more precisely Beethoven as he achieved a more and more precise expression of Beethoven.'

To try to write well is for every boy and girl part of a process of objectifying a self which in that

very act is given birth. Their writing is a training for them in being real. And we shall teach them, among many other things, that they should not be slovenly in constructing their sentences; that they should write grammatically; and punctuate effectively—all because unreality and slovenliness and carelessness are so closely allied. Such phrases as 'perfectly lovely' or 'awfully jolly' are to be avoided because they only *can* be used in a secondhand way. They don't cost anything; their use is a symptom of expression unrelated to any self at all.

There are, of course, many other justifications for spending time to help people to write better, and to keep up to date with themselves through writing. Command over words, for instance, is from one standpoint a form of self-control. The transfer of ability from writing with exactitude to living with a sense of order and proportion is easily made by at any rate some people. Again, creative and original work in English Composition—descriptions, the writing of stories and essays and verses—sets personal energy free in many temperaments, creates it for use in ordinary life.

The more interested a child is in a subject the better will he tend to write—but true and worthy interest will not be fostered by setting only easy and straightforward exercises. Learning to write well is not an easy business. To make a good definition, to compose a well-proportioned, honest piece of précis, to give an account of a fire which will convey something of your own vital interest in the whole business, and at the same time tell the reader of the fire itself—these are difficult things to do.

Creative imaginative work is of course more difficult still—the writing of a good imaginary episode or story, or play. For this means letting the unconscious mind find scope, giving feeling and imagination rein while controlling their utterance so that they shall affect others as the situation demands. I am certain that one of the essentials behind really good creative writing of any sort is that the mind expressed in it shall be something more than an instrument of the will. Until there is real thought and real feeling we cannot even begin to teach our pupils to express clear thought and

clear feeling. English is again and again concerned with parts of the self which do not habitually find expression in the work of any other subject.

One of the main tasks of the English teacher, as I have already suggested, is that of introducing children to good books, whether contemporary or of the past, which have as their material the experiences of men. A boy or girl who begins to have literature 'accessible and operative' within the mind is on the way to building up standards and patterns of value which are far from merely literary. Such a process of course must needs be a slow one, and one which goes on for the most part unconsciously within the mind. Standards of judgment come into existence organically; they are created slowly out of much experience of reading good books attentively, with thought and feeling alike playing their part. The critic, whether adolescent or aged, has to be trained by experience to perceive that certain states of mind given him by books, and by life itself, are valuable—and therefore reasonable and good.

The experiences that any book yields are largely dependent upon the mind to which it yields them, and according to our deepening experience of life the meaning of a book changes for us. What Shakespeare wrote is never quite the same to any two persons or periods: Shakespeare is great because he expressed himself through characters and situations which have capacity to go on constantly developing and remaining alive. A great book must always remain contemporary with its readers. For if we read a book that is old, it is not as an old book that we can read it. The important matter for criticism to decide is not what was the value of a book for the age in which it was produced, but what its value is for us to-day. Books are not to be regarded as actions performed once for all by their authors. They have to be re-interpreted, as foreign classics have to be re-translated, by the mind of every new reader.

To sum up, then, I would say that the four chief objects of teaching children of all ages in the Grammar School and the Modern

School to read well and write well are these :

- (i) that such reading and such writing are indispensable practical necessities in the modern world ;
- (ii) that the ability to read and write well will help to preserve in them their own powers of experiencing, their 'hospitality to life' ;
- (iii) that by reading the best that has been written in our language they will be released from confinement in a merely contemporary world, whose values and judgments and fashions can be a prison ; and
- (iv) that by trying to express in words what they think and feel, they will be helped to find what they do really think and do really feel—in a word, to help themselves to be fully born.

[This article emphasizes the need for a bridge between rational and intuitive approaches to learning, between control from without and control from within, of which Graham Wallas says : 'A wide extension of the idea of causation is not inconsistent with an increased intensity of moral passion.'—ED.]

≡ TWO SERIES FOR SCHOOLS ≡

Science in Everyday Life

The books with a new approach. For secondary Modern, and secondary Grammar schools. The underlying idea is to teach scientific principles through common objects. Plenty of scope is provided by experimental work which can be carried out with simple and inexpensive apparatus. All the authors are experienced teachers.

Commentaries and Questionnaires in English Literature

Prepared with the object of guiding students of English Literature to a fuller appreciation of the works they are studying. Many of the authors are, or have been, Examiners in English Literature. Of real educational value. They create a lasting appreciation of Literature.

For details Write to

Pitman House, Parker Street, Kingsway, London, W.C.2.

≡ PITMAN BOOKS ≡

A German Discussion Group

THE Socratic method aims at helping the student to clarify his own ideas through his own efforts, but together with other members of a group. This calls for a readiness to put forward your own convictions for criticism, to listen to the objections of others and to hear and examine their arguments with an open mind.

If all the participants succeed in this, the way is clear for reaching an understanding, which frequently leads to new conclusions. The task of the leader of a Socratic discussion is not to show them these conclusions but to allow the participants to reach them of their own accord, often a long and arduous process. It is his task to ensure that the participants take up each other's arguments, that no step is taken during the discussion which is not understood and accepted by everyone.

The group whose object it is to spread the use of this method, hold courses at which they not only make experiments with school children but also hold Socratic discussions amongst themselves under experienced leadership in order to gain more practical knowledge of the working of this method.

Such courses took place in 1933 and were resumed once again last year. 130 teachers and people interested in education came together from October 3rd to October 9th at Eddinghausen, the country home of the Gottingen High School for boys, for the purpose of studying and practising the Socratic method. During the first few days a mathematical and philosophical problem was discussed in groups of twenty people. The reports given in the evenings of the experiences of the day showed how difficult it is to keep the necessary discipline and open-mindedness for such work ; also, to understand the position of the leader of the discussion.

Rudolf Kuchemann, the leader of the conference, demonstrated in a discussion with his 16 to 18-year-old pupils of the Gottingen High School that it is possible to use the Socratic method for teaching purposes. Amongst the subjects suggested by the participants for discussion was the statement, 'The will of the people is the supreme law', which one of the younger students had tried to discuss in a conversation with his friend.

It was not only the clear and methodical manner in which the

discussion was carried on and the surprisingly high standard they showed in expressing their thoughts in words and writing, but also the general spirit of these young people which made above all a deep impression. It was a real pleasure to see such readiness amongst a group of younger people to admit they were in the wrong, and to realize the limits of their own experience.

Not every discussion during this week was successful. At times also political passions ran high, which is unavoidable at the present time, and threatened to destroy the spirit of research and co-operation. Nevertheless the honesty of the participants, and the readiness to admit mistakes even on the part of the teachers, created a feeling of community amongst everyone present, whether scientists, teachers, students, housewives, office employers, Marxists or Christians. All felt the desire to spread this method of instruction and education and to try and spread its use, so that critical thinking and the readiness to try to understand and respect the convictions of others is developed, instead of blind obedience and prescribed opinions.

Martha Friedlander

The Norwegian School System

General Structure and Main Working Principles

J. Sandven

THE Norwegian school system as it is to-day has its chief foundations in the Education Act for elementary schools passed in 1936 and the Education Act for higher schools (secondary schools) passed in 1935. By these laws the elementary school with all its grades became an obligatory basic school for all children whether they later intended to continue in the higher school or to go into practical work. As a rule the children enter the first grade of the school at the age of 7 and leave the school at 14, their elementary education then having lasted for seven years. After this education, common to all, comes the higher school, one branch of which (the so-called 'gymnasium') leads through five continuous grades to the matriculation examination, the other branch (the 'realskole') through three grades to a more practical examination of a lower standard. In more thinly-populated districts we often have only the latter, the 'realskole'. Ordinarily, however, the two branches are combined in such a way that the pupils of both work together in the two first grades, while differentiation takes place when passing into the third grade.

In some places in the country we also have another type of higher school, primarily intended for those pupils who have their homes a great distance from the schools in towns. This school (the country 'gymnasium') has only four grades. But before being admitted to the school the applicants must be about 16 years old and must have attended one of the different continuation schools for young people, giving courses lasting for six to ten months.

These continuation schools, which are very common though not obligatory, are either arranged as an extra grade following the ordinary grades in the elementary school or they are schools usually situated in the country and drawing young people from different districts. The latter schools, having pupils mainly in their late teens, consider their chief task to lie in

the direction of character development, in the widening of the general outlook on life or, in many cases, in bringing about a personal attitude to religious questions.

We have had up to now only one university in Norway, that in Oslo. In the various faculties here, higher school teachers, doctors, chemists, lawyers, political economists, etc., are trained. In Oslo we also have a college, for the training of dentists and a similar one for veterinary surgeons. Just south of Oslo there is a college of agriculture, and in the town of Trondheim there is one for engineers. In Bergen there is a college for the advanced study of commerce, while at the same time lectures in several of the ordinary university subjects are given at the museum of this town. In the near future this activity will be enlarged in connection with the institution of a new university in Bergen.

The training for teaching in the elementary school is given by the so-called teacher schools. For those candidates who have passed the matriculation examination, the courses last for two years, for those with minor qualifications (such as that from a continuation school), the training covers a period of four years. At the high school for teachers in Trondheim further training for one year is given to those engaged in elementary teaching.

Education (pedagogics) is one of the central subjects in the teacher schools. Both in its theoretical and practical aspects it is given much attention, and is one of the few subjects in which the final examination consists of a written paper. Lectures on education are given, too, at the high school for teachers mentioned above. Further, there is an institute of educational research at the University of Oslo, and here those students who intend to take up teaching in this subject at the teacher schools are qualified.

One of the most striking features of the Norwegian school system is the fact that the elementary school

common to all pupils takes up as much as seven years of the child's life. Not until the age of 14 does a real break in the school system take place. There is often, however, a certain differentiation of the pupils at an earlier stage as a result of the introduction into the curriculum at the beginning of the 6th grade of a new subject, a foreign language (English). As only pupils capable of profiting by the new subject are allowed to take part in the foreign language classes, some new groupings will necessarily come into being here. Nevertheless, the teaching of a foreign language in the elementary school only goes on in the towns and other thickly-populated districts, and the grouping according to natural abilities is therefore not being practised in the majority of country schools.

There has been some discussion as to the justification of a unitary school system of the type described. Some teachers, especially in the higher schools, have stressed the point that more effectiveness and greater progress in learning might be obtained if a break in the system with a subsequent differentiation had been made at an earlier age than is now the case. On the other hand it is strongly maintained that the common education and co-operative activities of pupils of all social classes is such a fundamental condition for the development of a democratic and social attitude that the present system must be kept up. For the elementary teachers it has certainly been a point of importance that their last grades (in the case of a break at an early stage) would consist of mostly backward children, and consequently—in the view of many teachers—less stimulating pupils.

As to the leading principles in the educational work itself I think I am not violating the truth when I say that in the Norwegian schools during the last decades there has been a steady progress towards an education in growing conformity with the results of the research work in this field. I do

not mean to say that every teacher employs entirely modern methods. But the trend, especially among the younger teachers, is to make the school child-centered, placing the pupil and not the subject matter at the centre of the process. This trend is apparent in a growing adoption of activity methods, in individualization of teaching, free work, team work and, to some extent, self-government.

The influence of increasing knowledge of the child's developmental stages and characteristics in general, intellectual abilities as well as character traits, has been felt in both elementary and secondary education, though perhaps on the whole the interest in modern methods and the remoulding of teaching procedures has been more marked at the elementary stage. The official teaching plans approved by the school department afford a very good prospect of development in working methods in the school. Looking at the plan of 1911 for the higher school we shall find very little to remind us of a new educational attitude. But there was even then a growing understanding

of the importance of bringing the official plans into line with the findings of educational research and experiments in progressive schools. A committee appointed in 1915 with the task of revising the plans for the elementary school took a definite step in the direction of pupil activity in so far as freer methods, giving room for the child's desire to create, were recommended for the first grades in connection with the subject of the child's orientation to his home district.

Little by little new ideas and teaching projects crept into educational discussions, stimulating efforts to adjust teaching to the children's needs. The abstract teaching of religion became more simple and comprehensible. The essay-writing became freer and more natural, founded on the principle that it ought to be a spontaneous expression of the experiences, feelings and thoughts of the child. In the teaching of mathematics one became aware of the absurdity of the claim that all pupils should be working at the same rate, and groups would be

formed where the individual child was able to work at a pace compatible with his natural abilities. By degrees, abstract, geometrical drawing was displaced by free drawing, paying attention in the first place to the development of the child's ability to express its own experiences. In the school books the authors tried to adapt vocabulary and sentence building to the different developmental stages in childhood, and on the whole education more and more took its form from the special characteristics of the child who lacks ability to understand abstract ideas, but needs to visualize, to get into contact with objects, to move about and be active.

But not all teachers had the same opportunity to become informed about modern trends in education. No wonder, therefore, that schools here and there did not keep pace and that misunderstandings came about. It was unfortunate, too, that the slogan of freedom in the school was sometimes taken to mean that the pupils in all respects were to rule themselves.

PATRICK GEDDES IN INDIA

Edited by
Jacqueline Tyrwhitt

with an Introduction by
LEWIS MUMFORD

and a Preface by
H. V. Lanchester

Demy 8vo. 104 pp. and 24
full page illustrations

Cloth 10/- net

There is probably no other man whose writings have been so little read, and yet who has so greatly influenced constructive thought in our generation, as Patrick Geddes. Though he died only in 1931 he is already a legend. His inspiration has been handed on to us at second-hand, through the words and actions of his friends and students. In particular, all the great town planners of our time acknowledge Patrick Geddes as their master—Raymond Unwin, H. V. Lanchester, Charles Reilly, Patrick Abercrombie, Lewis Mumford, and many more.

Here, published for the first time, is Patrick Geddes's own description of town planning, its purpose and its application to life in India as he saw it 30 years ago. Here is no involved description of political and religious controversies, but a true description of Planning for the People—for the craftsman, housewives, and gregarious families of India—whose loveliness and vitality is well brought out in Anthony Denney's many photographs.

Patrick Geddes believed and taught that to disregard tradition was a vulgarity. He was never content to accept a quick and convenient remedy for a current problem, but always sought to trace its underlying cause. By this means he discovered remedies so subtle and satisfactory that they seemed almost childishly obvious, until compared with the elaborate alternatives put forward by others.

*We live to-day in an age of PLANNING, and an understanding of the practical implications of Patrick Geddes's famous trilogy, *Folk, Work, Place*, is equally important to the planners and to their critics, the public for whom the plans are made. Patrick Geddes's pungent and analytical comments on planning in India read as freshly to-day as when they were written and can open the eyes of many who would never desire to study the details of a town planning scheme.*

LUND HUMPHRIES 12 BEDFORD SQUARE LONDON

The teachers who wanted to adopt the free teaching methods, without being satisfactorily acquainted with them, were bound to be disappointed, and in consequence there were often violent attacks upon all reformatory attempts in the school.

In general, however, there has been a steady move forward, a fact which is amply displayed in the new official school plans approved by the authorities in the last years before the war. Looking at the plan for the elementary school we will find that the aim of the schooling in the different subjects is not any longer only an expression of the demands of the community. To a much greater extent than before both aims and methods are primarily adapted to the child itself. The value of activity and of training to work independently by making use of vocabulary-books, hand-books and encyclopedias is often stressed, while the teaching of facts is to be better adapted to the child's learning ability. Material that is little used in daily life and therefore less important, less stimulating and sooner forgotten, is in some measure taken away. The new plans also stress the point that it is necessary to take into account individual differences. The old method of class-teaching, with control of lessons, questions and answers, is not—as a general teaching method—considered likely to create interest, but to be lacking in effectiveness, especially for pupils at the upper and lower ends of the ability scale. By way of more rational methods the plan points to individual work and group work. The aim of the plan is, it is said, to introduce the working-school-principle and activity-principle in so far as they are suitable and in such a way that the work in the school will create the best possible conditions for free, harmonious development in childhood.

During the war educational work in general suffered a serious setback. A great many of the schools were occupied by the Germans, the teacher organizations were dissolved, and the Germans, seconded by Quislings, made a determined effort to Nazify the teachers and make them co-operate in bringing about the so-called 'new order'. They tried to organize a new

teachers' union where membership should be compulsory and the ideas of Nazism the fundamental principles. When the teachers protested, a great many of them were arrested and sent into concentration camps. Later on the University of Oslo was closed, and hundreds of the students were sent to Germany.

Since the liberation there has been a growing interest in all educational problems. After what has happened during the war, both here in Norway and on the Continent as a whole, people are realizing that the task of bringing about the best possible conditions for the children's development, and of helping them to grow harmoniously in relation to society, is of fundamental importance to our future progress. In the newspapers and journals the problems of education are the subject of lengthy discussions, and there are many new proposals for making our educational system an organ of maximum efficiency in our democratic society. Whatever the outcome of this discussion might be, there is at present among the majority of people engaged in educational work a strong desire to get in touch with experiences, facts and methods that will be of value in their efforts to bring up a new generation better versed than the present one in the art of living and in the handling of human relations. The chief aim of the democratic education is recognized as lying in the creation of free, spontaneous and independent personalities, as only people of such a character are able to co-operate truly—without being bound, servile and blindly obedient, or, on the other hand, led by animosity and lust for power.

What we are aiming at is not the external discipline resulting from the fear of punishment, but the free acceptance of rules and laws, because it is understood that these rules and laws are establishments necessary for the common good. But the purpose of education is not in the last analysis, confined to this passive acceptance of regulations; it is to be found in the creation of harmonious personalities who feel responsibility for others and take an active attitude to the problems and the changing conditions in the community to which they belong.

ESCALATOR READING BOOKLETS

FOR SLOW LEARNERS
OF ALL AGES

By **P. M. BLAND**
and **W. U. DALBY**

An excellently graded series of 30 small stories (bound in pairs), specially suitable for backward readers of reading ages of 6 to 9+. The special intention is to provide reading material at the required reading age, while retaining a lively story interest and appeal at the pupil's actual age. A brochure giving full details of the scheme with a reduced facsimile of one story, will gladly be sent by the publishers.

"C" SERIES

Per set of 5 pairs 2/- ; per pair 5d

"B" SERIES

Per set of 5 pairs 3/- ; per pair 7½d

"A" SERIES

Per set of 5 pairs 4/- ; per pair 10d

BACKWARDNESS IN THE BASIC SUBJECTS

By **FRED J. SCHONELL, Ph.D., D.Lit.**

A new edition of this standard work is now available.

Demy 8vo. 580 pages. 20/- net

THE PSYCHOLOGY AND TEACHING OF READING

By **FRED J. SCHONELL, Ph.D., D.Lit.**

"This remarkable little book describes clearly and concisely the methods which have proved most effective, both in research and in classroom practice, in teaching children to read."—*Head Teachers' Review*. 6/- net

CITIZENSHIP THROUGH ENGLISH

By **M. J. P. LAURENCE, M.A.**

Shows how the English Curriculum in the Modern Secondary School can be used to develop the child as an individual and as a citizen, while losing nothing in fixing the fundamentals. 6/- net

OLIVER & BOYD
Tweeddale Court, Edinburgh

Escalator Reading Booklets

Phyllis M. Bland and W. Una Dalby. (Oliver & Boyd) Set C : 2/- (5d. each) ; Set B : 3/- (7½d. each) ; Set A : 4/- (10d. each).

This is a delightful series. There are three groups of five booklets each. Each booklet consists of two complete stories but, as the Pin family and their friends appear in every one, the whole collection also forms a serial story.

The authors' aim has been to provide interesting, well-graded reading material for slow readers. In my opinion, these stories cannot fail to interest lively children of the junior school age and early adolescents. The highly satisfactory exploits of a happy gang of six (boys and girls) include rescues, boat trips, visits to a fair, collecting activities for hospital benefits, mysteries, birthdays and so on. There is plenty of action without confusing detail, just enough characters to make it all absorbing, but not so many as to bewilder the child who is finding quite enough difficulty in recognizing the written word.

The planning and arrangement of the booklets are designed to defeat that overwhelming feeling of incompetence which comes over the backward reader when he is confronted with an ordinary school reader—page upon page, block upon block of massed type, suggesting trouble in every line.

The first five of these booklets contain 12 pages each and the stories are only six pages long. The next series run to 16 pages and the last to 32. This considerably reduces the size of the problem from the very beginning. Then the clear type, broken by slightly exaggerated spacing into paragraphs of varying length, gives an encouraging look to each page. That fatal hopelessness is reduced to something like 'this looks easy, I think I can manage it.'

If the word-drills before each story are briskly and thoroughly practised, the retarded reader should be able to read the following few pages with success and confidence, which, of course, leads to greater and still greater success. But the extent of this immediate success will depend very much on the degree of backwardness from which the child is suffering. There is an urgent need for even simpler books than this particular series, excellent though it is.

The first five booklets are printed in the clear 18 point imprint type and the last two in the 14 point imprint, equally clear, but smaller. In the absence of definite research into the subject of suitable type for reading books for beginners and slow readers, this choice seems about the best, though the use even of 14 point imprint for retarded children is doubtful.

Book Reviews

It was a happy idea to illustrate the stories in such a way that the children can copy the pictures and use them as the basis for individual exercises in books of their own making. Some of the illustrations are particularly attractive and all are clear and bright.

The publishers recommend the scheme to be worked 'with all children with a Reading Age of 6 to 9 years approximately'. Teachers should notice that they suggest a *reading* age of 6 to 9 years. The books are not suitable for children with a chronological age of 6 : in other words, they are not recommended as books for beginners and there is no suggestion that the authors intended them as such. Nevertheless, they will provide excellent supplementary reading for the more skilled readers round about 7 years (chronological age).

E. R. Boyce

Learning Arithmetic by the Montessori Method Margaret Drummond (Harrap, 2/6)

This book begins with an admirably direct statement of principles and a criticism of conventional methods—'insistent teaching before a child is ripe to receive instruction is certain to do harm . . . if one goes into a classroom and finds all the six-year-olds doing or attempting to do the same exercise in number, one may be sure that many are doing work which is injurious, or at best unprofitable, to themselves.' The value of concrete material and an experimental approach is emphasized. The author continues: 'These principles are revolutionary. They demand the abolition of class teaching, the abandonment of a fixed

time-table . . . the absolute rejection of the belief that all children should reach the same set goal' (in a given time.)

The Montessori apparatus is then described. The equipment used to ensure an understanding of numbers containing tens, hundreds and thousands is extremely ingenious and valuable.

The effect on children is discussed. 'All their number work they do spontaneously and joyfully . . . At the time it is presented it becomes their dominant interest ; if at any time they desire to turn their attention elsewhere, they are free to do so. It is natural to man to work in such dominant-interest spells, but our educational methods have forgotten this ; consequently the study of arithmetic, which is naturally a delight to the human intellect, has become a painful drudgery.'

This paragraph might well have been written by those enlightened contributors to the February *New Era*, E. F. and Isobel O'Neill. Thinking of Prestolee made me feel that the Montessori system is an excellent *ingredient* in education, but that it misses Pestalozzi's note of 'schools like homes'. Montessori apparatus could never be mistaken for anything but apparatus. It lacks informality. In Prestolee the equipment for the lower classes would certainly be made by the older boys and girls to foster 'parental' feeling. Again, the O'Neill's always insist that it is not enough to count beads ; one must have real things and a real purpose.

I hope this plea for mixing the best in all 'systems' of education will not be mistaken for 'faint praise' of the late Margaret Drummond's excellent presentation of the Montessori approach.

W. W. Sawyer

Inside Living Animals

I. Sanderson, B.Sc., Ph.D. (Pilot Press, 2/-).

This is a most unusual little book. It is concerned mainly with reproduction and birth, in fish, frog, fowl and mammals. Full page outlines are provided for each type, and models of the chief organs of the body have to be cut out from the opposite page and stuck on the diagram, to make something like the well-known 'mannikins' of Furneau. The book begins with the herring and ends with woman. One criticism that might be made is that, while both bull and cow are dealt with in detail, there is no diagram of a man to partner that of the woman. One wonders whether this is because the work that this book represents was first done in a girl's secondary school, or that the man was excluded in the preparation for publication. Whichever may be

The Wellwood Heritage

By A. PERCIVAL NEEDLER,

6/- net, or post free 6/6.

This new contribution to literature, with the history of England as a background, has for its chief characters a fictitious family of Anglo-Saxon origin named the Wellwoods, whose story is traced from their landing on these island shores right up to the present time.

The book contains fourteen lengthy tales, each complete in itself and dealing in sequence with its own particular period, thus contributing to the progressive story of the family as a whole.

Its intrinsic value as a narrative and its accuracy of detail in relation to historical background should make a wide appeal.

Obtainable through all Booksellers.

A. BROWN & SONS, LTD.
32 Brooke Street, London, E.C.1



The Alexander Performance Scale

A battery of tests for assessing practical ability. Suitable for use with pupils between the ages of eight and eighteen—devised and standardized by

DR. W. P. ALEXANDER, Ed.B., M.A., B.Sc.

This Performance Scale is designed to give both teachers and pupils the full benefit of the New Education Act by enabling children to be rightly allocated to the different types of secondary education, i.e., to assess whether pupils are more suited to Secondary (Grammar), Secondary (Technical) or Secondary (Modern) Schools.

The Alexander Performance Scale is not an affair of pencil and paper : *it does not involve the use of words.* It detects types of ability that might remain undiscovered if only verbal tests were used.

The scale consists of the following tests :

THE PASSALONG
KOH'S BLOCK DESIGN
THE CUBE CONSTRUCTION

The material includes all the necessary cards, a score sheet and a handbook of instructions. It is accessibly arranged in a well-constructed wooden case measuring 12" x 7 $\frac{3}{4}$ " x 3". Price £7. 7s. plus purchase tax £1 18s. 9 $\frac{1}{2}$ d. (*Handbook and tests are not sold separately.*) Score cards 50 for 2s. 6 $\frac{1}{2}$ d., including purchase tax.

Thomas Nelson & Sons Ltd.
Parkside Works - Edinburgh

true, and for the sake of completeness and to satisfy the curiosity that will inevitably be stimulated, the man's anatomy should be equally frankly dealt with in any future edition. One is left with the slightly uncomfortable feeling that the reader is expected to assume that a man is so like a bull that further details are not necessary!

But I hasten to add that the text accompanying the diagrams is full and frank and that the question of how the sexual act is carried out between man and woman is not avoided.

There has been a rapid improvement in biology text-books over the last ten or fifteen years, in the extent to which human anatomy and reproduction are dealt with. Before that time few text-books went beyond the lower mammals. I remember a meeting of teachers in the early 'thirties, organized by the British Social Hygiene Council, which gave one the impression that hardly a single girls' school got beyond the frog or boys' school beyond the rabbit, and that even those fortunate few who learnt biology at school were left to bridge by their own speculations the very difficult gap between the frog and the human. How far does this output of really excellent biology text-books imply an all-round improvement in teaching

and a new courage in tackling the problems of human biology and behaviour? If the books are a true indication of what is happening, it is most encouraging. It should be said, of course, that a clear knowledge of physical facts is no guarantee of rational *behaviour* in young people; what is important in this movement is the courage and initiative that teachers are showing—an earnest of success perhaps in the task that has yet to be taken up: that of developing understanding and self-direction as well as knowledge in sexual matters.

Dr. Sanderson's book, being simple and direct, and making a demand on the reader's activity, should be of great value outside the classroom, especially to parents who want—as they *should* want—to get away from sentimentality and the awesome atmosphere of the pi-jaw in helping their children to understand the physical facts of sex.

There should be one minor alteration. The author has, in at least two places, used the term embryo when foetus would be more correct.

Kenneth C. Barnes

Isis and Osiris (The Coming Esoteric Age) Lawrence Hyde (Rider, 21/-)

Lawrence Hyde's thesis is that, in the course of evolutionary progress, a

change is coming upon the human race which is already influencing human thought and that change is in the switch-over from masculine modes of thought and feeling to those more essentially appropriate to women; from the bluntly logical and material to the subtle, tenuously mystical, instinctive and intuitive feminine. In consequence of this state of affairs, human thought and action has been in a state of imbalance, of distortion. The one side has been so overstressed that no true picture of the universe has been possible. Until the balance is redressed, mankind is parading before a distorting mirror.

In this book Isis, of course, represents Woman both in her outward and her esoteric aspects, while Osiris symbolizes the male. The book is a very fruitful and stimulating synthesis of ancient wisdom, traditional lore and modern psychological science. The path of research through the investigation and use of the female qualities has always been the way of the East. The author suggests that we might adopt at least some part of this system to our advantage.

This is a book to stimulate the enquiring mind, and if the reader is able to read between the lines a little he may come to some surprising conclusions and find the course of his studies strangely extended.

Olaf Gleeson

Freedom and Religious Broadcasting

To-day the Governors of the B.B.C. have announced their intention to experiment with broadening their policy in religious broadcasting. Very properly, a high and serious level of controversy will be maintained.

This decision is largely due to the efforts of a Committee of Members of Parliament of both Houses, under the Chairmanship of Alderman J. Reeves, which in October, 1946, appointed a Deputation (including Lord Russell and Lord Faringdon) to meet the Chairman and the Director-General of the B.B.C. A Memorandum stating the case for freedom in religious broadcasting was then presented.

Originally the formation of the Parliamentary Committee was due to the unsparing efforts of the Rationalist Press Association which circularized all Members of Parliament shortly after the last General Election.

Those who subscribe to Milton's: '... whoever heard of truth being put to the worse in a free and open encounter?' will welcome a wise decision from a much-criticized quarter.

March 13th, 1947

The Educational Puppetry Association

The Educational Puppetry Association held its Exhibition this year from February 17th-22nd at the College of Preceptors in London, and transformed that staid Victorian building into the make-believe world of puppets.

Largely through the enthusiastic pioneering of the Association's members, puppetry is rapidly growing more important in education, and at this Exhibition many examples were shown of puppets made by children in all types of school and by Training College students. The standard of work was so high that it was difficult to realize that some of it was done by children in Infants' Schools. I was particularly impressed by the marked feeling for character shown in the faces of the marionettes made by pupils of an East End school for physically handicapped children, and by the beautifully modelled and dressed examples from Bishop Otter Training College. A noticeable exhibit, too, was the number of excellent puppets made in boys' Grammar Schools—Raynes Park County Grammar School, for instance, showed two scenes from Biblical plays and some fierce-looking puppet animals ingeniously made from scraps of fur.

This school contributed also to a performance given on the evening when I visited the Exhibition. The rest of the programme consisted of two glove puppet plays written and acted by 6-7-year-olds from Oakthorp Infants' School, Wood Green, and these two little plays demonstrated

Notices

admirably the value of puppetry in the teaching of co-operation and the encouragement of joint effort. The audience was delighted with the spontaneity of the action and with the clear speaking of the children who took part.

Upstairs, a selection of 'programmes', scrap books, drawings, etc., by children of various ages showed further how puppetry can link together the various subjects of the time-table.

Everyone likes to see 'how it works', and there was always a crowd round the large centre stand where experts gave talks, answered innumerable questions and demonstrated how puppets are created and controlled. A large number of puppets were there—stringed marionettes, rod puppets and glove puppets—and many visitors found great delight in examining them and trying their hands at manipulation.

The contribution of puppetry to the development of imagination, initiative and craftsmanship is obvious, but it can also fulfil a much deeper need. A puppet play gives to the shy or handicapped child an equal chance with others to express himself. Puppetry has been used with striking success with delinquent children, in play therapy and in speech therapy; readers of *The New Era* will remember the article by A. R. Philpott in the issue of May, 1946, which dealt more fully with this aspect. It is good to know that its use in this connection is increasing.

F. Peett

Colour Lithographs for Schools

School Prints, Ltd. announce a new series of Colour Lithographs by contemporary artists for 1947. The aim is to provide suitable and attractive pictures of the highest standard, to hang in schoolrooms and guide children towards an understanding and appreciation of art. They are selected by an Art Committee of experts in Art, Education and Child Psychology under the Chairmanship of Professor Herbert Read.

The pictures measure 19½ × 30 in. and are published in sets of four, one new set every term: Set 1 in January, Set 2 in April, Set 3 in September. In order to minimize the cost of framing, each picture is provided with its own border, and can therefore be shown with or without a frame as the subscriber desires. Intending subscribers can join the scheme any time before the 31st December, 1947. A school subscription to the 1947 series costs £4 (including Purchase Tax). For this sum, twelve lithographs are supplied as described, and they become the *absolute property* of the subscriber. It will be seen, therefore,

that the average cost per picture under the school subscription rate, works out at less than 7/-. Alternatively the pictures can be obtained singly by the general public for 15/- each (12/6 educational price), either through the local Fine Art dealer, or direct from School Prints, postage 7d. extra.

Many schools are already familiar with these delightful prints. We have not yet seen the 1947 set, but those for 1946 are highly to be commended. The 1946 set, incidentally, is still available. We particularly like John Skeaping's 'Mare and Foal', John Nash's 'Window Plants', which makes one feel immediately the atmosphere of the stuffy, overcrowded home of a fat, lazy woman, and 'Town Centre' by Phyllis Ginger, in which city children will find plenty of familiar and well-loved detail.

The address of School Prints, Ltd. is 13 Motcomb Street, Belgrave Square, London, S.W.1.

Four Recent American Documentary Films

It is good news that the Films Division of the United States Information Service has resumed its pre-war practice of making Documentary Films for audiences outside U.S.A. and that periodic previews of them have been re-started. The first of these for a considerable time was held on March 5th.

Northwest U.S.A.—A geographical film dealing with the varying physical and climatic conditions and the differing ways of life and work in the North-west States of Washington and Oregon, and showing, by means of diagrams, the importance of these States as centres of communication with the rest of the world. The film deals too with the harnessing of the great Columbia River and the building of the Grand Coolie Dam, which made possible the cultivation of the land on the Eastern side of the Cascade Mountains and provided electric power over an immense area.

Cumington Story.—This is the story of the coming to a New England country town of a little group of Austrian and Czech refugees and of the efforts and ultimate success of the Minister in overcoming the initial distrust of the townsfolk and in establishing a friendly and natural place for the refugees in the community. I found it strangely moving; this was due in no small degree to the simple and entirely natural acting and to the absolute sincerity of the whole production. This film should prick quite a few consciences and, with the proposed entry into Britain of displaced persons as workers, it could be valuable if tactfully used. (I say 'tactfully' advisedly because all these films, to my mind, have a tendency to preach, which might not 'go down' well with

*The World's
Greatest Bookshop*
FOYLES
** FOR BOOKS **
*New and secondhand
Books on every
subject.*
We BUY Books, too!
119-125 CHARING CROSS RD
LONDON WC2
GERRARD 5660 (16 lines)
Open 9-6 (inc Sat)

a British audience unless some explanation or opportunity for discussion were given).

New Neighbour.—This film has a good aim—the bringing home to women, especially housewives, the importance of interest in and knowledge of politics, beginning with the local government of their own community and extending to national government—but its over-serious presentation makes it somewhat unsuitable for overseas audiences. It is made by the American League of Women Voters—a strictly non-party organization for the political education of women, which has no exact counterpart in this country. The importance of education in this direction and the great necessity for it, in other countries as well as in U.S., however, gives the film a certain value for Women's Institutes, etc., but, here again, opportunity for discussion is an essential accompaniment to its exhibition.

City Pastoral.—This is a simple and unassuming picture of how the New Yorker spends his Sundays in summer. Its value and, I imagine, its aim, is to show the similarities between the ordinary American and the ordinary citizen of any big city. Because of this I should like it to be exhibited to Youth Clubs, senior classes in schools, etc., to counteract the false ideas about American life which so many young people gain from commercial films. There is no better way of bringing nations together than to show the ordinary citizen how his fellow-men in other countries live. To this end the U.S. Information Service is doing good work and other countries could usefully follow their example.

These four films run for about 20 minutes each. They will eventually be distributed through the Central Film Library, but can at present be hired from: U.S. Information Service, 33 Davies Street, London, W.1.

F. Peell

Toys Needed and other help

The scheme for giving a new start in life to sixty war-orphaned children, which was described in the September-October issue of *The New Era*, continues to progress. In Paraguay, South America, the Children's Village has developed rapidly. Houses are completed and the surrounding grass-land has already been cultivated to such an extent that crops are already being harvested. In Shropshire, at the Wheathill Bruderhof, preparations have also gone steadily ahead to provide a home for twenty-four of these children.

Two members of the Society of Brothers have been on the Continent for many weeks, visiting numerous refugee camps and houses, choosing the children. The full number has now been chosen and the legal formalities are concluded. The group coming to England comprises fourteen boys and ten girls, varying in age from $2\frac{1}{2}$ to 14 years. The original plan of taking children between the ages of 5 and 10 has been waived in order to keep the children in their family groups; thus a 14-year-old girl accompanies her younger sister of 6 and her brother of 4, and a 13-year-old boy is not separated from his two sisters of 10 and 8 and their younger brother of $2\frac{1}{2}$. In some cases the exact birthday and even the actual names of the children are unknown, as the parents were killed in the war or died on refugee trains.

There has been a very good response to the appeal for help in obtaining equipment for the farmhouse at Wheathill, but some articles are still lacking, especially occupational material, e.g. crayons, plasticine, coloured paper, children's garden tools, and also toys—skipping-ropes, balls, bats, dolls and doll's furniture, engines, etc., while a gift of larger toys, such as a swing, a rocking horse or a large doll's house would be particularly appreciated. A blackboard and easel is also required and book-cases for the schoolroom, as well as story books for the children of school age. Warm underclothing, especially for the boys, is still needed and nightwear for both boys and girls, also socks and stockings and footwear.

Helpers for this project are still being sought—men and women who can assist in the care of the children or who are prepared to undertake the domestic duties necessary for such a household, or who are ready to help in the general farm and garden work in the production of food for the group. It is desirable that those offering to help

directly with the children should be prepared to stay for at least six months; but shorter periods of help, especially in the outside work, would be gladly accepted. Helpers are also needed to accompany the children to Paraguay and to remain there for a minimum of one year.

The tragic background of these children and the pitiful conditions under which many of them have been living up to the present time make this an urgent and a necessary work, and all help, whether financial, material or practical, will be welcomed by the Society of Brothers (Bromdon Farm, Burwarton, Bridgnorth, Salop).

Summer School in Switzerland

The British Social Hygiene Council are hoping to hold a Summer School on 'Social Biology: its International Aspects' in Switzerland during the last fortnight in August.

The School is intended for teachers and social workers, and others interested in social biology from this country, but it is hoped that there will also be students from other countries. Lectures will be in English.

The estimated cost, including travel, board, and tuition, will be between £25 and £30.

Will those interested please make early application to the Secretary, B.S.H.C., Tavistock House North, Tavistock Square, London, W.C.1.

Patrick Ensor

Many readers will have read with pleasure of the birth of a grandson to Beatrice Ensor, founder of *The New Era*, and will wish to send all kind wishes to her and to the next two generations.

SCIENTIFIC BOOKS

Please state interests when writing

SCIENTIFIC LENDING LIBRARY

Annual Subscription from One Guinea

Prospectus on application

H. K. LEWIS & Co. Ltd.
136 GOWER STREET,
LONDON, W.C.1

Telephone: EUston 4282 (5 lines)

FRENSHAM HEIGHTS FARNHAM SURREY

Headmaster : PAUL ROBERTS, M.A.

Frensham Heights is a co-educational school containing at present 140 boarders and 45 day pupils equally divided as to sex and equally distributed in age from 7 to 18.

The school stands in a high position in 170 acres of ground and is exceptionally fortunate in its accommodation and equipment.

Fees : £180 per annum inclusive

About three scholarships are offered annually

For particulars apply Headmaster

BADMINTON SCHOOL

Westbury-on-Trym

:: BRISTOL. ::

Junior School 6 to 11 years

Senior School 12 to 19 years

The School is situated in large grounds and within easy reach of Bristol, so the older girls are able to enjoy many of the advantages provided by a University City. A high standard of scholarship is maintained and at the same time an interest in creative work is developed by the practical and theoretical study of Art and Music. There are weekly discussions on World Affairs and more intensive work on Social and International problems is done by means of voluntary Study Circles.

Apply to The Secretary.

DARTINGTON HALL TOTNES DEVON

Headmaster : W. B. CURRY, M.A., B.Sc.

A co-educational boarding school for boys and girls from 2-18 in the centre of a 2,000 acre estate engaged in the scientific development of rural industries. The school gives to Arts and Crafts, Dance, Drama and Music the special attention customary in progressive schools, and combines a modern outlook which is non-sectarian and international with a free and informal atmosphere. It aims to establish the high intellectual and academic standards of the best traditional schools, and the staff therefore includes a proportion of highly qualified scholars actively engaged in research as well as in teaching. With the help of an endowment fund it is planning and erecting up-to-date buildings and equipment.

Fees : £120-£160 per annum.

A limited number of scholarships are available, and further information about these may be obtained from the Headmaster.

ST. MARY'S TOWN & COUNTRY SCHOOL

TOWN DAY SCHOOL :

38 Eton Avenue, London, N.W.3

PRIMROSE 4306

COUNTRY BOARDING SCHOOL:
Stanford Park, near Rugby

Telephone : SWINFORD 50

150 acres of parkland with river and lake
SWIMMING, BOATING AND RIDING

Possibility of Interchange between the two schools, realistic approach to progressive education, special methods in Language and Arts, sound academic work. Co-ed. 5-18

Principals :

Henry Paul, M.A. & Elizabeth Paul, Ph.D.

MONKTON WYLD SCHOOL, nr. CHARMOUTH, DORSET

Principals : CARL AND ELEANOR URBAN.

Practical and cultural education for boys and girls (8-18). School life and curriculum planned to help children to develop into co-operative and constructive citizens. School farm ensures healthy diet. T.T. cows.

Fees : £135.

Directory of Schools—continued

BEDALES SCHOOL

PETERSFIELD HANTS (Founded 1893)

A Co-educational Boarding School for boys and girls from 11½–18. Separate Junior School for those from 5–11. Inspected by the Ministry of Education. Country estate of 150 acres. Home Farm. Education is on modern lines and aims at securing the fullest individual development in, and through, the community.

Headmaster : **H. B. JACKS, M.A. (Oxon.)**

BRYANSTON SCHOOL

BLANDFORD, DORSET

SEVEN SCHOLARSHIPS, £80 to £30, including a MUSIC SCHOLARSHIP of £40; and to boys of good character and all-round ability, THREE BURSARIES, £60 to £20, will be awarded on the results of an examination held in May.

Further particulars can be obtained from the Headmaster's Secretary.

ST. CHRISTOPHER SCHOOL LETCHWORTH

is an educational community of some 375 boys, girls and adults. The five school houses provide living and teaching accommodation for children from 6 to 18. It is situated on the edge of the Garden City, amidst rural surroundings and beautiful gardens. There is now a considerable waiting list, and early application is desirable for possible vacancies in 1950.

Schools for boys and girls
from 3½ to 14 years

LITTLE FELCOURT

and

FELCOURT SCHOOLS,

EAST GRINSTEAD, SUSSEX,

are founded on the Montessori idea and aim to create the happy free atmosphere of a real home.

Particulars from the Principal

ELMTREES, GREAT MISSENDEN, BUCKS.

(Boarding and Day School for Boys and Girls 5 to 12 years) and LITTLE ELMTREES (for the under-fives).

Progressive education combined with a happy home life in an atmosphere of freedom. Art, Music, Drama and Dancing under specialist teachers are part of the school curriculum.

The school is situated on the fringe of the little village of Great Missenden, within five minutes walk of the station, with frequent train service to Baker Street and Marylebone.

The houses (adjoining properties) are chiefly Georgian in character, and the grounds of nearly 10 acres open on to the wooded slopes of the Chiltern Hills.

FEES : £135 per annum. Under-fives £120 per annum. Entire Charge (holidays included) £160-£180 per annum. Principal - **Miss M. K. WILSON.** Tel. : Gt. Missenden 407.

THE GARDEN SCHOOL

Wycombe Court, Lane End

Nr. High Wycombe

Boarding School for girls (4-18). Estate of 60 acres in the Chiltern Hills. Sound academic work, with consideration for individual needs. Large staff of graduates. Vegetarian and ordinary diet. Open-air swimming pool.

FEES : £130 to £175 per annum.

Principal : **Mrs. M. A. ORMROD, B.A.**

HURTWOOD SCHOOL

Peaslake

Nr. Guildford

Co-educational from 3 years.

Modern building equipped for children in beautiful and healthy surroundings. The school aims at a high standard of scholarship in addition to health and happiness.

It wishes to attain a constructively progressive outlook without reaction, and believes that this can be done where tolerance is based upon sound knowledge and understanding.

Full particulars from the Principal :
JANET JEWSON, M.A., N.F.U.

Wychwood School, Oxford

RECOGNIZED BY MINISTRY OF EDUCATION

Maximum of 80 girls (half day pupils) aged 10-18. Small classes, large graduate staff. Education in widest sense under unusually happy and free conditions. Exceptional health record. Elder girls when not entering universities can either specialize in Drawing, Design, Languages, Music, Handcraft, or take year's training at Wychlea (Domestic Science House). Playing fields, bathing pool.

Principal : **Miss MARGARET LEE, M.A., (Oxon.)**
Late University Tutor in English.

Vice-Principal : **Miss E. M. SNODGRASS, B.A. (Oxon.)**

BURGESS HILL SCHOOL

11 OAK HILL PARK, HAMPSTEAD, N.W.3

HAM 2019

A progressive day school for boys and girls 5-18.

For particulars apply to the Principal

THE BELTANE SCHOOL

Shaw Hill, Melksham, Wilts. Boys and girls from five to eighteen.

Good academic standards.

WENNINGTON SCHOOL WETHERBY.

Founded 1940. Boys and Girls, 8—18.

A new type of Boarding School, well-organised and efficient without losing the family quality of life. Wholesome vigorous community providing a training in disciplined co-operation and practical social responsibility. Well balanced curriculum. Graduate teachers.

KENNETH C. BARNES, B.Sc.

LONG DENE CHIDDINGSTONE, EDENBRIDGE, KENT

Directors :

J. C. GUINNESS, B.A., KARIS GUINNESS, R. G. H. JOB, B.Sc.

A group of a hundred children of all ages and forty adults, creatively concerned with education, agriculture and the arts.

PROSPECTUS FROM THE SECRETARY

PINEWOOD, AMWELLBURY, HERTS.

Home school for boys and girls 4 to 14, where diet, environment, psychology and teaching methods maintain health and happiness.

Elizabeth Strachan.

Ware 52

BEVERLEY SCHOOL

WOLFELEE, NR. HAWICK.

Progressive Co-Education. Boys and Girls from 3 years old. Healthy happy environment.

Special attention given to diet.

Entire charge and holiday arrangements made when necessary for children whose parents are abroad.

Telephone: Bonchester Bridge 2.

MOIRA HOUSE SCHOOL EASTBOURNE.

Telephone 210.

Recognized by the Ministry of Education.

Boarding School for Girls from 6 to 18

Principals: Miss GERTRUDE A. INGHAM.
Miss MONA SWANN.

Vice-Principal: Miss EDITH TIZZARD, B.A., Hons. Lond.

OAKLEA

BUCKHURST HILL, ESSEX.

Recognized by Ministry of Education.

Girls to 18. Centre for Oxford Examinations.

P.N.E.U. programmes followed.

Acting Principal: MISS BEATRICE L. SEARL.

ST. CATHERINE'S SCHOOL, Knole Park, Almondsbury, near Bristol.

Co-Educational Boarding. All Ages.

400 feet up, looking on to Channel and Welsh Mountains.
Food Reform Diet.

Open-air Swimming Pool. Music. Art.

35 guineas per term.

Ralph Cooper, M.A., and Joyce Cooper.

LAGGAN

(formerly Hall Manor, Peebles)

Co-educational. Individual. International

Glorious West Coast country between the sea and the hills. 93 acre estate. All-round education for good citizenship.

Improved amenities permit new enrolments.

Write Secretary:

LAGGAN HOUSE, BALLANTRAE,
SOUTH Ayrshire, SCOTLAND

MOORLAND SCHOOL CLITHEROE, LANCS.

Co-educational 3-12 years. Tel. Clitheroe 3.

The children lead vital, constructive lives, doing work of high standard in a happy natural atmosphere. Food reform and meat diets. Nature cure methods. Out-of-door activities.

Co-principals: Miss D. E. King, L.L.A., and Miss A. E. Crane

Edgewood, Greenwich, Connecticut.

A Boarding and Day School for Boys and Girls from Kindergarten to College. Twenty-acre campus, athletic field, skating, ski-ing, tennis and all outdoor sports. Teachers' Training Course. Illustrated Catalogue describes activities and progressive aim.

E. E. LANGLEY, Principal 201 Rockridge.

GREAT SARRATT HALL, SARRATT, HERTS.
Nursery and Preparatory Boarding School for children from birth to 10 years. Parents and school work in close co-operation. Group limited to twelve children. Qualified resident and visiting teachers. Principal: Gladys Raymond.

BUNCE COURT SCHOOL, Otterden, Faversham, Kent. Co-educational, progressive, recognised M. of E. Prep. for School Cert. Artistic and practical activities. Healthy food from own garden. Enquiries to: Anna Essinger, M.A., Principal.

THE COURT HOUSE, PAINSWICK, GLOUCESTERSHIRE. Preparatory Boarding and Day School, boys 4 to 9 years, girls 4 to 12 years. The school aims to give a wide education on modern lines. Agnes Hunt, N.F.U., Evelyn Walters, N.F.U.

Directory of Schools—continued

ST. CHRISTOPHER'S SCHOOL, Belsize Lane, Hampstead, N.W.3, has now re-opened (Boys and Girls). Head Mistress: Miss V. H. Wright. The Boarding School (Girls only) is still with Glendower School at Sydenham, Lewdon, Devon.

PINEHURST, Goudhurst. On the beautiful Kentish Weald. Progressive School. Co-educational 3-12 years. Sound education. Crafts. Riding. Food Reform Diet. Sun and Air Bathing. Excellent health record. Miss M. B. Reid, Principal.

THE FROEBEL SCHOOL, DATCHET, BUCKS. School of 40 children run on Activity Methods with support of Parents Group. Small group of weekly Boarders 5-6 years of age. Week-end escort to and from Waterloo, Miss Throndsen, N.F.U., Miss Underwood, N.F.U.

STANWAY SCHOOL, DORKING. Home and Day co-educational Preparatory School to 14 years. Nursery Class. Specially designed building on high ground.

Education as an atmosphere, a discipline, and a life.

HIGH MARCH, BEACONSFIELD, BUCKS. A Progressive Preparatory School for girls from 5 to 13. The school aims at giving a sound education with special emphasis on art, music, and creative activities. Miss F. H. Perkins and Miss E. B. Warr.

THE MOUNT SCHOOL, MILL HILL, N.W.7. Large qualified staff, small classes, centre for Oxford Higher and School certificate Examinations. 30 boarders, 90 day boarders, 5-18.—Mary Macgregor, B.A. (Lond.), Camb. Teachers' Diploma.

Directory of Training Centres

SPEAKING AND WRITING lessons (correspondence or visit), 5s., classes 1s. 6d. Special help to young people, foreigners, stammerers, etc., and to anyone finding difficulty in reading, writing, or speaking. Miss Dorothy Matthews, B.A., 32 Primrose Hill Road, London, N.W.3. PRImrose 5686.

THE CHARLOTTE MASON METHOD (P.N.E.U.). For the education of children (ages 4½ to 18) at home or in schools (including overseas). Apply Director, Parents' Union School, Ambleside.

POSTS VACANT AND WANTED, etc.

EAST SUFFOLK (including excepted district of Lowestoft), **WEST SUFFOLK AND IPSWICH EDUCATION COMMITTEES**. Child Guidance Clinic. Applications are invited from men and women, preferably with experience in social service or similar work, for appointment on the staff of the Child Guidance Clinic to be opened in April next. The person appointed will be responsible to the Psychiatrist in Charge for the administrative work of the Clinic. Duties will include supervising clerical staff, keeping records and statistics and linking up the Clinic work with agencies referring cases and those assisting in disposal and treatment. Shorthand and typing desirable but not essential. Salary will be in accordance with Grade II of the A.P.T. Division of the National Joint Council's scheme, viz. £360 plus £15 to £405, plus cost of living bonus, at present £59 16s. 0d. for men and £48 2s. 0d. for women. The above appointment is subject to the provisions of the Local Government Superannuation Act, 1937, and to the passing of a medical examination. Canvassing will disqualify. There are no forms of application, but candidates must state age, experience, qualifications and any other relevant details. Copies of not more than three recent testimonials must be supplied. Applications must be received by me not later than April 14th. J. T. Hill, Chief Education Officer, Education Department, 17 Tower Street, Ipswich.

SLADNOR PARK SCHOOL, Maidencombe, Newton Abbot, Devon, now open for problem children. Prospectus from Tom and Alice Moon.

PRINTING (250 letter-heads and envelopes, £1 1s.), **TYPEWRITING**, **DUPLICATING**. Greeting Cards, Calendars, Catalogues, Periodicals. Freshfield, 15 Triangle, Clevedon, Somerset.

DOES ANYONE living alone in small flat or house need a good housekeeper? Middle-aged Austrian, cultured, artistic, first-rate cook, seeks not-too-heavy post. Apply Clare Soper, 1 Park Crescent, London, W.1.

UNIVERSITY OF LONDON INSTITUTE OF EDUCATION. An Advanced Course for full-time students, occupying one university year and beginning in October next, is open to qualified teachers who have taken a course of training for nursery-school work or the teaching of infants and children below the age of eleven years and have subsequently had not less than five years approved teaching experience. Grants from the Ministry of Education are available in certain circumstances to cover fees and assist towards maintenance. Further particulars may be obtained on application to Miss D. E. M. Gardner, M.A., Institute of Education, Malet Street, London, W.C.1.

SOCIETY FOR EDUCATION IN ART. April Conference at The Town Hall, Hove, Sussex; April 12th to 17th inclusive. Subject: "Art in the Primary and Modern Schools." Apply to The Secretary, S.E.A., 2 Manchester Square, London, W.1. Conference Fee, 6s.

ELMTREES SCHOOL (see advt. Directory of Schools), Teacher (resident) for 6-7 year old group required for Summer term. Write to the Principal, Miss M. K. Wilson, for full particulars.

TEACHER (experienced) required to undertake preparation and scripting of Classroom Filmstrips. Experience with visual aids desirable. Salary according to experience and qualifications. Work principally in London. Write Box No. 334.

SCHOOL or country house wanted during holiday periods for house party. Young, professional people. Home counties and/or West of England near sea. Box No. 331.

WILL THE HEADS of any schools where orthodox religious observance is not imposed, please send syllabus to the Advertiser. Box No. 332.

WANTED by Lady. Position or partnership in progressive school. French to Matric. Replies to Box No. 333.

THE NEW ERA

IN HOME AND SCHOOL

UNIVERSITY OF LONDON INSTITUTE OF EDUCATION
EDUCATION IN THE UKRAINE

NOT TO BE REMOVED AND SOCIETY
FROM THE LIBRARY. PROFESSOR Y. V. REZNIK, *Doctor of Educational Science*

THE education of children, the development of their will and character, and their training in good behaviour takes place not only in the schools, but also in the family and on the streets, and is influenced by many varying factors of environment and social intercourse. The full realization of the aims of education, consciously envisaged by the teacher, depends to a large extent upon the agreement between these various factors. The unity of educational influences is one of the most important pre-conditions of rational development.

A characteristic feature of our society is the ideological and political unity of the whole nation. School, family, and society in the Soviet Union cherish the same ideals and defend the same conception of morality.

In the schools the children study the fundamentals of the various sciences, and thus acquire a liking for scientific thought, a belief in the powers of the human mind, and a realization of the purposive will which leads mankind along the path of progress. At home they mix with their parents and older brothers and sisters, who, during the Great Fatherland War, defended their country by their marvellous exploits at the front, and their brilliant work behind the lines; while now the war is over they are helping to build the country up again with their own hands, and leading it towards a glorious revival. In the streets, in the theatre, at the cinemas, and in their youth clubs they are equally excited by those same ideas of the value of

freedom and the potentialities of human personality, their love for their native land, and their readiness to do all they can for the happiness and betterment of mankind.

In the Soviet Union it is accepted as self-evident that the Government must defend its citizens, young and old, not only against worthless, adulterated foods, which are a peril to physical health, but also against vulgarity, pornography, Chauvinism and anti-Semitism, which have an even graver influence upon the mind and outlook of the children.

This regard for the quality of children's and young people's literature, films, and theatrical productions is one of the most important preoccupations not only of the specialist educational authorities, but also of communal and

governmental organizations. This question also attracts a good deal of attention from parents and the Soviet community generally.

In this way harmony is achieved in the cultural activities of the family, society, and the schools, which lightens the work of the teachers and is a guarantee of success in the complex and responsible business of bringing up the rising generation.

The Participation of Society in the Life of the School

The participation of large sections of the community in the setting up of the schools and in their daily teaching work is one of the most striking features of cultural life in the Soviet Union. It rests on theoretical foundations laid down many years ago by a brilliant group of Russian educationists. Pigorov, Ushinski, and Tolstoy showed that it would be impossible to create the schools from above, ignoring the freedom and initiative of the people themselves; it would be impossible to impose an alien culture on the nation. The people themselves must build their own schools and work out their own system of education. But in order to do this effectively the right conditions would have to be created. These conditions were realized by the Great October Revolution, and after its accomplishment the people set themselves with tremendous enthusiasm to the task of creating their own schools. It was this native initiative and energy which alone made possible the strict observation, in a comparatively

CONTENTS

	Page
SCHOOL AND SOCIETY—Professor Y. V. Reznik.....	103
THE CARE OF ORPHANS IN THE UKRAINE—A. M. Philippov.....	105
THE SCHOOLS OF THE UKRAINE—N. M. Grishenko.....	107
THE CURRICULUM OF THE SOVIET SECONDARY SCHOOLS—Professor N. F. Dadienkov	109
EDUCATION IN THE ARTS IN THE UKRAINE—R. A. Shlyakhovaya.....	110
HIGHER EDUCATION IN THE UKRAINE S.S.R.—S. M. Vukhalo.....	113
TEACHER TRAINING—Professor Y. Reznik, D.Sc.	116
THE TRAINING OF LABOUR RESERVES IN THE UKRAINE—J. I. Sinitsin....	117
THE FILM IN CURRENT AFFAIRS—A. K. de Denne.....	119
BOOK REVIEWS	121
NOTICES.....	122

short space of time of the law regarding universal and obligatory schooling in the Soviet Union.

The people's devotion to their schools was particularly clearly demonstrated during the Great Fatherland War. Throughout the most difficult periods of the fighting, when the shadow of disaster hung over the whole land, the schools remained open and teaching went on. The Soviet Government maintained its close interest in the schools, while the people cherished them.

In the Ukraine the Germans excelled themselves in their destruction of cultural buildings. But as soon as the Red Army set the motherland free again the people turned at once to the task of rebuilding and restoring the schools.

As an example of the close relations between school and society the achievements of the people of Zhitomir district are typical. In this district it was already a tradition for the whole people to co-operate to get the schools ready for the beginning of the educational year. They called this practical help for the schools the 'people's method'. This is how this 'people's method' worked last year (1946). On 18th May, after much careful preparation, practically every able-bodied person in the towns and villages of Zhitomir district came out together. Old men and young people from the collective farms, workers and intelligentsia, representatives of the trades and professions, everyone was eager to do his or her part in the common task. Some repaired the school buildings and the teachers' living quarters, others set about putting the school furniture and equipment in good order, while others collected and stacked firewood and peat for the schools and the staff. They were all inspired by their love for their schools and the knowledge that their work was important; and they applied themselves with such energy and enterprise that even arduous labour was transformed into a cheerful, attractive game. In seven days every school in the district was ready for work. In all, 1,405 schools were repaired, 44 new infant schools built and equipped, 606 auxiliary buildings erected, 1,335 teachers' apartments repaired, 589 sports fields laid out, 185,000 yards of fencing erected, 46,786 cubic yards of firewood and



Tanks join the Procession. Drawn by a girl of seven.

10,953 tons of peat collected and stacked, and a large number of school desks, blackboards, tables, etc., etc., repaired and made fit for use. The enterprise of the people of Zhitomir has been imitated in many other districts and departments of the U.S.S.R., and this 'people's method' is being widely adopted in various parts of the Union.

In the Ukraine Soviet Socialist Republic there is a widespread system of patronage, whereby the organized factory workers 'adopt' a school near the works. Every school has in addition its own Parents' Committee, elected from among the parents of the children in the school concerned. These Parents' Committees help the schools in various ways. They co-operate with the educational authorities in the observation of the law regarding universal compulsory education; take part in the registration of the children in the district who should be attending school, and assist with propaganda work among the local people. They also take part in the organization of school meals and look after the children who are accommodated in school hostels. Without meddling directly in the work of teaching, they also do all they can towards strengthening discipline and the school regime.

The Parents' Committees also use their influence on other parents

who so neglect their duties that their children are unable to get the most out of their schooling. Besides this they take a very active part in extra-curricular activities, by giving their voluntary assistance in the schools' scientific, technical, and art clubs. The mother may be a tailoress, the father an engineer, or the elder son an artist; they all take their turn in sacrificing their leisure to instruct the children in their own special ability in the various clubs. These are just a few of the many ways in which the Soviet community participates in the active work of the schools.

The Participation of the School in the Life of the Community

The Soviet school endeavours to link itself as closely as possible to the social life of the community, and utilize in its teaching work the vivid communal experience of the children themselves. This linkage between schooling and life usually takes the form of socially-useful work of one kind or another. The children attend school not only to become good citizens in the future, they are also invited to help in the solution of practical social problems, often of a simple, elementary nature, in order to be useful to the community in the present. In this way they obtain, while still at school, practical experience of communal activity. The assistance given by the schools to the com-

munity was particularly notable during the Great Fatherland War. While their fathers and older brothers were at the front the children, with their mothers and sisters, took their part in a tremendous amount of work behind the lines. In the summer months whole schools, scholars and teachers alike, went out into the fields and helped the farmers, while in the front-line towns they were active in air-raid defence work.

A very interesting and widespread form of communal assistance was that known as the Timurov movement. A brilliant Soviet writer named Gaida wrote a book some years before the war, entitled *Timur and His Gang*. It described how a group of children organized a secret society, which aimed to help in all sorts of ways people in need of assistance, but in such a manner that nobody would know or be able to guess where the help was coming from. A poor widow, living alone with her little daughter, soon began to have wonderful things happen to her. One day she discovered a pile of logs for firewood outside her back-door. It was quite beyond her power to

get it cut and stacked. But while she was away the same unknown hands cut it up and stacked it properly in her woodshed. One day she lost her goat. She looked everywhere for it, but could not find it. When she returned home she saw that someone had already brought the goat back, and there it was by the open shed eating the food that the same careful hands had prepared for it.

The author of the book had managed to put into attractive form not the usual heroic exploits of romantic fiction, but little everyday examples of service to the community. Gaida's¹ book produced a strong impression on its young readers, and 'Timur Gangs' were organized in many towns, turning the writer's phantasy into reality. These 'Timur Gangs' were particularly useful during the war, giving tactful help in many ways to the families of men who had been called up, or who were in need of assistance owing to the war.

¹ Arkadiye Petrovitch Gaida was himself killed in the war. An article on him, commemorating the fifth anniversary of his death, and giving an appreciation of his work as a writer of children's books, appeared in *The Teachers' Newspaper*, October 26th, 1946.—Trs.

We must also mention the great help given by the schools in spreading the new educational ideas and the new ideas and methods of family up-bringing. The schools take the lead against old-fashioned ideas and methods of family training, especially against the infliction of corporal punishment. The aim is to extend rational methods of influencing the children, so that school and family education may be more closely approximated to one another. For this reason parents are often invited to meetings in the schools, and occasionally the headmasters or teachers visit the parents in their homes, in order to agree on the line of action to be taken in regard to their particular child. There is also an extensive scheme of parents' lectures and seminars, and even parents' universities, where teachers and educational specialists give systematic and practical lectures on various educational problems.

In this way the school, the family, and society are united in the Soviet Union in the work of bringing up a generation of good citizens for our motherland.

The Care of Orphans in the Ukraine

A. M. Philippov

ONE of the first problems which confronted the Soviet Union after the victory over the Hitlerite invaders was that of dealing with the children who had lost their parents or been rendered homeless as a result of the war and its savagery.

This was the second time this question had arisen. The first occasion had been after the first World War, when it was very largely a social problem, due in the main to the economic conditions of Tzarist Russia and the aftermath of the war.

During the early years of its existence the Soviet Government settled down to the task of liquidating the problem of the homeless orphans and waifs and strays. At the first All-Russian 'Save the Children' conference in Moscow in 1919 the main lines of attack were devised. The conference decided that this was clearly a national problem and should be tackled by means of

Government resources, with the active collaboration of the entire Soviet community. At the same time the conference indicated the general methods to be adopted in dealing with vagabond children of the higher age ranges; that is to say, by means of properly organized productive work. To this end the conference decided that:

'The waifs and strays must be directed into healthy productive activity and the most suitable forms of such work must be sought and found, so that the children can continue their education at the same time.'

These special measures were adopted by the Soviet authorities to deal with the juvenile irresponsibility which arose as a result of the first World War. At the same time they introduced a series of legislative provisions of a prophylactic nature, especially in connection with the health of mothers and children. These measures were carried out

with the active co-operation of the Soviet community.

By the outbreak of the Great Fatherland War, as a result of the powerful development of industrial and economic life and the continuous improvement of the workers' living conditions, the problem of the homeless children in the Soviet land, and particularly in the Ukraine S.S.R., had been almost completely solved. The authorities had created the conditions necessary for safeguarding the children's health, while the orphans were cared for in the State children's homes, where skilled teaching and kindness created an atmosphere of mutual trust and confidence, so that the children were able to overcome the distress of feeling fatherless and motherless.

In 1941 the Party and the authorities organized the evacuation of the children's homes and orphanages from the western districts to those in the east and to the territories of

the sister republics. Nearly 40,000 children from the Ukraine alone were saved by this measure from the horrors of the occupation. The whole country was organized to help these children.

In the first days of the re-occupation the National Commissariat of Education in the Ukraine opened a special home for children whose parents had been in the forces or who had been killed by the occupying forces. Reception and assignment centres for homeless children were set up by the Commissariat of Internal Affairs. At the same time the National Commissariat of Health organized homes for the very young children, while the Commissariat of Social Insurance dealt with the handicapped and retarded children.

The effectiveness of these measures is shown by letters from men at the front. Comrade Pereredov wrote from the front line to the director of the Dzerzhinski Children's Home at Kharkov, where his children were being cared for :

'Your letter was a great relief to me in the front line . . . Now I know that my dear children are safe in the children's home, I can pay the Germans back even more effectively for what they and other children and their mothers have suffered . . .'

The measures taken by the Soviet authorities to preserve the health of mothers and children under war conditions resulted in great improvements in children's institutions and a considerable increase in their number. On January 1st, 1945, 117,930 children, out of a total of 129,000 known orphans, had been installed in institutions under a proper system of foster-parentage and apprenticeship. There was also the question of the children who during the occupation had been forcibly removed from their native towns and villages and sent to concentration camps.

At the end of the war our victorious people turned to the creative tasks of peace. One of the most pressing problems of this period is the widening of the network of children's homes, the strengthening of their material position and the improvement of the work done in them.

On May 1st, 1946, there were 521 children's homes in the Ukraine, caring for 54,930 children from

4-14 years of age, including 150 special homes, with 20,720 pupils, the children of Red Army men, partisans and citizens who had been killed during the occupation. For the younger orphans on the same date the Ministry of Health had opened 78 homes with places for 4,880 children, while the Social Insurance authorities have 12 special homes for 460 orphans or semi-orphans suffering from physical disabilities or mental defect.

An important part in the rehabilitation of orphan children is played by the homes in the various industrial enterprises and productive organizations which are obliged by the Ministry to set up such homes.

The Ministry of Internal Affairs has also had a considerable share in the liquidation of the problem of homeless orphans and waifs and strays. The Militia have special children's rooms and reception and assignment centres, which serve, as it were, as the first screen to catch the majority of the homeless children, and which also acts as the first stage towards their rehabilitation. In 1945 alone 38,230 children passed through the children's rooms of the police and were then referred to the reception and assignment centres. During the same period these latter dealt with 46,130 children, and their careful and conscientious work considerably eased the task of the children's homes themselves.

The authorities and the community are also engaged in strenuous efforts to reduce juvenile delinquency. The principal methods adopted turn on the provision of as much out-of-school activity as possible during the children's leisure hours, both in the evenings and during holidays. This includes pioneer clubs, technical classes for children, the school homework itself, work in the home, and organized activities on the children's sports fields and public open spaces.

Every possible effort is made to improve the conditions in the children's institutions. During the years 1944-46 they were provided with 62,147,600,000 roubles worth of various goods and foodstuffs. In addition to this official support, there is also a widespread system of patronage. For example, the Guards Division, twice decorated, with the orders of Suvorov and Kutuzov, which freed the town of Stalino, gave the orphans 260 articles, including pots and pans, a motor car, two radio receivers and 450,000 roubles in money.

The trade organizations are obliged by special decree to give priority to the children's homes with regard to food supplies, in strict agreement with the recognized rationing standards. This ensures that the food supplied to the homes is improving from year to year. These improvements in material conditions have made it



Balloons and Flags. Drawn by a girl of six.

*From the collection of the
Dzerzhinski Children's Home
Kharkov*

possible to raise the standard of the teaching work done there. All the children of school age attend school. The pupils in the homes are distinguished by their modesty and good behaviour, their consideration for and politeness to their elders, and their ability to work hard and complete the tasks their teachers set them. Their attainments with regard to book-learning are satisfactory.

Some of the children's homes do outstanding educational work; the children's community is well organized and a warm family spirit is cultivated, while the cultural life of the home is on a very high level. Among the institutions of this type which may be mentioned are the Dzerzhinski Home in Kharkov¹ and the Mariupol Special Children's Home in the Stalino district.

Only about a third of the actual number of homeless children are, however, brought up in homes and orphanages. More than 100,000 have been found homes under a

¹ Founded by A. S. Makarenko. See *New Era*, January, 1946.

system of foster-parents and guardians. A deep feeling of patriotism coupled with an intense desire to help the Government, has found expression in the sincere co-operation of the Soviet people in providing homes for children bereft of their own parents. Thousands of families have taken the orphans as foster-children, wards, or adopted children.

An outstanding example of this responsible attitude to orphan children has been shown by the Soviet patriot family Derevski, who live in Romni, a town in the Suma province. Since the revolution this family has adopted 26 children, the eldest of whom fought in the Fatherland War, while the youngest is just over one year old. All the children who are of school age do well in their classes, have a fine appearance, clean, well-fed, and well-clothed.

In 1944 there were 26,100 children in the care of foster parents, while on January 1st, 1946 the number was 70,680. During the war and in the immediate post-war period, 32,500 orphans were placed with guardians, while 5,800 children were

adopted. The government disposes of large sums in helping these children. Besides money grants, they receive much help in kind.

The problem of finding work for the adolescent orphans is a very important and topical one. The Ministry of Internal Affairs takes charge of the children over 14, who are sent to their reception centres, while the pupils of the children's homes and those in charge of foster-parents are found jobs by the educational authorities, assisted by other communal organizations. The various industrial enterprises, collective and State farms, trade and railway colleges and so on, take a hand in finding employment for the young people.

The care of these orphans, their upbringing, education, and settlement in a job are devoted obligations of every citizen of the U.S.S.R. Every measure taken by the Government to improve the lot of these unfortunate children is supported whole-heartedly by the Soviet community, in the desire to alleviate, if only in small degree, their unhappy fortune, the result of the terrible war.

The Schools of the Ukraine

N. M. Grishenko

THE advent of Soviet power enabled the Ukrainian people to realize an ancient dream. The entire land, united in one republic, was guaranteed full education in its native language for all children from the primary to the higher secondary schools, without payment, and with no distinction between boys and girls. The number of schools increased by some thousands, compared with that before the revolution, and notable improvements have taken place in the type of school itself and in its equipment. During the last few years alone nearly 7,000 large schools, the last word in technical efficiency and hygiene, have been erected in the Ukraine.

Just before the Great Fatherland War the increase in the number of schools made it possible in the 1940-41 school year to implement all the law of compulsory education for seven years in the villages

and ten years in the towns. In 1940-41 there were more schools (898) in the Poltava district alone than there had been in 1914-15 in the whole of the Ukraine (793). Compared with pre-revolutionary times there were 46 times the number of pupils in the elementary schools and 14 times those in secondary schools. In the villages there were 210 times as many pupils in the elementary schools in 1940-41 as there had been before the revolution, and 220 times as many in the village secondary schools. Besides this the quality of the teaching and the amount of knowledge imparted was notably higher.

In the school libraries at the beginning of the Great Fatherland War there were over 19 million volumes, giving an average of from three to seven books per pupil. During 1940 alone the government approved an expenditure from the budget of 10.6 million roubles for books. In order

Candidate of Educational Science²

to further the cultural leisure of the children the Soviet authorities created 2,561 institutions of various kinds, such as children's theatres, children's homes, clubs, and children's libraries.

In 1917 there were 16,851 teachers working in the Ukrainian schools. In the 1940-41 school year there were 237,748 teachers, of whom 64,577 had taken advanced courses in education. Many native Ukrainian teachers have been honoured with the title of 'distinguished teacher' for outstanding services in various branches of communist education, and more than 800 have been decorated with orders and medals of the Soviet Union for their active participation in the social and political life of the community.

With the aim of improving the practical qualifications of the teachers without interfering with their work, each district and local authority organizes study circles and refresher courses, and all

² Roughly equivalent to our B. Ed.

teachers are able to receive higher education through the system of 'spare-time training'.¹ For this purpose the universities and training colleges each have their own external department, which organizes the distribution of text-books, arranges tutorial sessions and lectures, and supervises the examinations.

The occupation of the Soviet Ukraine by the German-Fascist marauders resulted in widespread destruction of schools and cultural institutions. The Germans closed all the primary, elementary, and secondary schools in the Ukraine; in all, some 9,314 schools with over six million pupils; in their place they set up a number of so-called 'national' schools, with a four-year course for children up to 12 years of age. The children from 12 to 14 were made to take part in various kinds of manual work, while those over 14 were sent to Germany in the forced labour gangs.

These 'national' schools catered for an insignificant number of children, while those who attended them were given the barest minimum of education, suitable for future artisans. The Germans destroyed the Soviet text-books, from the A B C's upwards, as well as visual aids, geographical and historical maps, time-tables, and technical literature. This showed that the Germans were not content with destroying the educational system itself, but were trying to wipe out its material basis as well. During the occupation, and especially during their final retreat, the German bandits destroyed in all 8,104 school buildings, of which 6,914 were in the villages and 1,190 in the towns, and in most cases these were the newer buildings. 10,052 school buildings were partly destroyed or badly damaged, 8,589 in the villages and 1,463 in the towns. 444 kindergarten buildings were demolished, 267 buildings in children's homes, institutions such as the Shevchenko University at Kiev, and many many other cultural and educational establishments.

To give some idea of the destruction wrought by the German-Fascist bandits in the Ukraine we may draw attention to the Lenin School at Chernigov. On August

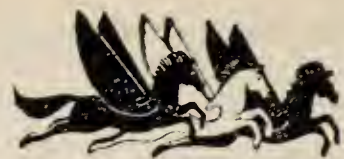
21st, 1941, the Lenin Secondary School at No. 9 M.V. Frunze Street in the old town of Chernigov in the Soviet Ukraine was completely wiped out by the German marauders. The school had 22 classrooms and an equal number of other rooms such as laboratories, libraries, etc. There were 75,000 books in the school library, valued at 137,000 roubles. The value of the apparatus in the physics laboratories was estimated at 272,000 roubles, and that in the radio laboratory at 41,000 roubles. The destruction of the chemistry laboratory cost 29,000 roubles, and the botanical and zoological laboratories 33,000 roubles.

Many similarly-equipped schools were destroyed in Kiev, Kharkov, Odessa, Dniepropetrovsk, Stalino, Poltava, Voroshilovgrad, Kherson, Vinnitse, Zhitomir, Lvov, and other towns and villages of the Soviet Ukraine. The entire history of the province, from the earliest times, had never known such destruction as that left behind them by the Hitlerite marauders. The total losses caused by the German occupying forces to the national education authorities in only 22 districts of the Ukraine amounted to 5,166,346,700 roubles.

As soon as the heroic Red Army freed the towns and villages, the national and local education authorities proceeded to the task of rebuilding the schools that had been destroyed. In the town of Mariupol in Stalino province the first schools were opened five days after the Germans were thrown out. Since the schools themselves had been destroyed, the work was carried on in shops, offices, and private dwellings. Three weeks later there were already 33 schools in operation in Mariupol, and in a month all 45 schools were open, including one for the deaf and dumb.

In the town of Stalino the parents, teachers, and pupils of school No. 22 completely restored the school buildings in three days, and on October 18th, 1943, 400 pupils recommenced their studies. After the freeing of the town of Voroshilovgrad on February 14th, 1943, in less than a month 20 schools had been repaired by the efforts of citizens, parents, teachers and pupils.

In the towns the re-establish-



D O B S O N

Published April 25

A Planned Auxiliary Language

H. Jacob

Preface by Harold E. Palmer, D.Litt.

A detailed comparative study of inter-linguistics with full grammatical details of five systems of demonstrated usefulness, Esperanto, Ido, Occidental, Novial, and Latino sine flexione. This theory of 'language-making' shows the way to parallel comparative studies of the living languages by using the methods adopted in the book.

Demy 8vo 160 pages 10s 6d net

Human Nature

The Marxian View

Vernon Venable

Associate Professor of Philosophy at Vassar College

This study is admirably organized into its proper component sections. It is objective, closely reasoned, and thoroughly documented from the works of Marx and Engels. It is a discussion of human nature in relation to the process of history, and of human nature under the conditions of our existing civilization.

Crown 8vo 244 pages 10s 6d net

Ready May 30

A Grammar of Motives

Kenneth Burke

An intellectual event of the first importance; concerned with the theory of meaning.

Medium 8vo

30s net



Our Spring List, now in preparation, will be sent to all enquirers.

Dennis Dobson Ltd . 29 Gt. Queen St . WC2

¹ 'zaochniye obrazovanniye'—this appears to be to some extent a correspondence course.—*Trs.*

ment of the schools was accomplished at the expense of private apartments, shops, and offices; in the villages, peasant cottages were taken over for the same purpose. But many villages were completely destroyed, so the classes were started again in the dug-outs and air-raid shelters.

The Soviet people as a whole addressed themselves wholeheartedly to the task of restoring the schools as speedily and as completely as possible. On June 18th, 1944, the collective farmers, Komsomol organizations,¹ teachers and pupils in the village of Verkhovni in the Fcheraishanski district of Zhitomir province repaired their school in one day, and provided firewood for the entire winter. On June 3rd, 1945, the workers of Zhitomir village districts, to the number of over 10,000 persons, in the space of two days, made the whole of the schools in the district ready for the new school year;

¹ Komsomol—Communist League of Youth.

repairing the teachers' houses and mending the school furniture and equipment. Nearly every school was provided with a playing field, and all schools, without exception, were furnished with their full quota of fuel for the winter season.

In 30 districts alone in Chernigov province the workers, imitating the example of the people of Zhitomir, repaired 800 out of a total of 1,190 schools, the cost of the work being 1,591,798 roubles.

During the summer season of 1945, 800,000 roubles were set aside for the repair of schools in Kharkov, but actually over six million roubles were spent, the remainder being provided by the patrons of the schools and other communal organizations.

On May 26th, 1945, the workers of Zhitomir province held a 'voskriesnik' (Sunday) for restoring and repairing the schools for the coming year, and in all 298,798 collective farmers, workers, and intelligentsia took part. In one day 1,405 schools were repaired,

282 with major alterations, 654 minor repairs, and 469 temporary repairs. The building materials cost of all this work, done on one 'Sunday', was 23,766,500 roubles.

The Great Russian people gave us much assistance in the task of re-establishing the schools destroyed in the Ukraine. The first editions of all text-books, historical and geographical maps, instruction books for the teachers, visual aids, and other school requisites were sent down from Moscow to the freed districts. This help was received with much gratitude by the teachers and pupils of the Ukraine, as it enabled them to begin their work without loss of time, in some cases within five or six days of evacuation by the Germans.

Together with our land delivered from the invader, our Soviet schools have risen from the ashes and ruins. There are hard times ahead, but all difficulties will be overcome by the people who surround the schools as always with their most affectionate care and attention.

The Curriculum of the Soviet Secondary Schools

Professor N. F. Dadienkov

THE Soviet education authorities are firmly opposed to any method of organizing the school curriculum which does not provide a sound and systematic groundwork of knowledge. For this reason they reject both the project method and the complex method, together with the concentration method, which does not guarantee the systematic treatment of all the subjects studied, and the concentric method, which is liable to result in diffused and superficial knowledge.

The curriculum of the Soviet secondary schools is designed to acquaint the children with the laws of development of nature and society and a knowledge of the fundamental sciences, in such a way as to arouse the children's talents, abilities and interests, their aesthetic taste and their liking for physical training. The time-tables are arranged in subjects, which is the most systematic and logical arrangement, besides being the scientific and historical method, uniting theory with practice.

The curriculum is laid down by

the Ministry of Education in the republics and is compulsory in all schools.

The leading position in the time-tables of the secondary schools is occupied by the native tongue (*i.e.* Ukrainian), to which 1940 hours are devoted throughout the entire course. In this course, grammar occupies the principal position. In the 1st and 2nd classes the first lessons in grammar are given largely in practical form, but in the 3rd and 4th classes a systematic course of lessons on the foundations of grammar is begun and is continued through the 5th to the 10th class, so that pupils in the 8th class are given a full acquaintance with the subject.¹

A very important place in the

time table is taken by the systematic study of Russian, which in respect of the number of hours devoted to it (1160), stands second only to the native tongue. The pupils, at the end of the Primary school period, *i.e.*, after passing through the first four classes, should have a vocabulary of between 1,700-1,900 Russian words.

The systematic study of literature is begun in the 8th class. Western European literature is included in the course of Ukrainian literature, while Russian literature is taken as a separate course. The chief difference between the syllabus in literature in the Soviet schools and that of the pre-revolutionary secondary schools—the gymnasia and the 'realskul'—is the inclusion of the work of contemporary writers.

Mathematics (arithmetic, algebra, and geometry) occupy 2,000 hours of the whole course. The syllabus in mathematics is also much more comprehensive than in pre-revolutionary times.

The history of the U.S.S.R. is

¹ The classes in the Russian schools—whatever the type of school—are numbered consecutively from 1 to 10; classes 1 to 4 correspond to our Junior schools, 5 to 8 to our Modern Secondary, while in some Higher Secondary schools there are additional classes 9 and 10, equivalent to the upper forms of our Grammar or High schools. There is nothing comparable to our 'stream' system, and if a child is unable to pass on to the next class, he or she stays put for another year. A certain proportion of the children leave after the 8th class.—*Trs.*

studied in the 3rd and 4th classes from the textbook, *History of the Peoples of the U.S.S.R.*, edited by Professor Shestakov. From the 5th class a systematic course in history is begun, dealing in the 5th and 6th classes with the ancient East, Greece and Rome, in the 7th and 8th classes with the Middle Ages, and in the 8th and 9th classes the lessons are carried up to the Paris Commune. In the 9th and 10th classes the history of the U.S.S.R. is studied.

The constitution of the U.S.S.R. is taken as a special subject from the 7th class onwards, occupying 60 hours per year.

The geography syllabus stresses the most important features of the national cultures of the peoples of the U.S.S.R., and the main characteristics of the country itself, (natural resources, industry, agriculture, social and economic development, etc.). In the 3rd and 4th classes the main concepts of geography are dealt with, *i.e.* countries, rivers, seas, mountains, towns, etc., and practice in map-reading is given. The systematic course in geography starts in the 5th class, where the basic ideas of physical geography are studied; in the 6th class the physical geography of various parts of the world, including the most important countries, is dealt with. In the 7th class a general study of the geography of the U.S.S.R. is begun, with an outline of the characteristic forms of industry and natural conditions in the Soviet Union, and this is rounded off in the 8th class by a course in the

economic geography of the U.S.S.R. by regions and republics. The main idea behind this latter course is not merely to show the actual situation of Soviet production, but to indicate its economic power, the success of socialistic production, the integral character of the political and economic structure of the Soviet Socialist republics, and in addition the significance of the fourth five-year plan of national development and reconstruction. In the 9th class the economic geography of foreign countries is dealt with.

Natural History also begins in the 3rd class, but in the Primary (Junior) school—3rd and 4th classes—the pupils are given a quite elementary knowledge of organic and inorganic nature (the elements of physics, chemistry, minerology, biology, etc.). The systematic course in botany begins in the 5th class, finishing in the 6th. In the second half of the 7th class and in the 8th class the pupils take zoology, and in the last half of the 8th class anatomy or human physiology, which leads in the 9th class to the foundations of the theory of evolution. This course is based on the knowledge of botany and zoology given in the earlier classes. The principal features of this course are: the basic principles of Darwin's theory of natural selection, elementary notions of variation and heredity, the evolution of man, and the introduction of life on the earth.

Mineralogy and geology are taken in the 10th class. The aim of this course is as follows: to give the pupils a general idea of the more

important geological processes which take place in the crust of the earth, and similarly the elements of the history of the earth itself; to give the pupils the essential practical knowledge of the commoner minerals and mining resources; and to give some idea of the more usual types of industrial mining in the territory of the U.S.S.R. The teaching of physics begins in the 5th and continues right through to the 10th class.

Foreign languages (English, German, or French) are begun in the 5th class and each language is given 80 hours per year, that is, two hours per week. The syllabus in foreign languages is designed to give the children the ability, on completing their course in the secondary school, (1) To read fluently with the correct accent and intonation and full understanding, texts of medium difficulty within the range of the textbooks worked with; (2) To understand the language as spoken and answer questions in it, and similarly the ability to reproduce the gist of a prepared passage from the textbooks; (3) To translate into the language a passage of medium difficulty with the minimum use of the dictionary; and (4) To write and spell correctly within the limits of the material studied.

Drawing is taken from the 1st class to the 5th and from the 5th to the 10th class occupies one lesson a week.

Physical training and military drill are also taken throughout the school course.

Education in the Arts in the Ukraine

R. A. Shlyakhovaya

ART education in the Ukraine is organized on a plan uniform with that in the rest of the U.S.S.R. It is given at all levels; in state colleges, secondary schools, and short-course secondary schools devoted to art, music, and the drama. The Colleges of Art and the ten-year secondary schools train professional musicians and artists, while the short-course secondary schools give a ground-work in art to the average workers, and also assist in the discovery of talented young people who complete their proper training in the colleges.

I. Musical Education

Music is taught in the conservatoires, colleges of music, ten-year music schools, and also in the short-course secondary and seven-year (elementary) schools, and in music schools for working adults.

There are four conservatoires in the Ukraine. Each has five departments: piano, orchestral, vocal, conducting, and composition, and the students are trained for the profession of musicians: soloists, conductors, composers, musical directors and teachers for the secondary music schools. Entrance to the course, which lasts for five

years, is limited to secondary school pupils with exceptional gifts in music. The outstanding pupils, after passing through the conservatoire, take up post-graduate work in their particular speciality, as executants, research workers, or teachers, and later become teachers themselves in the conservatoires.

The colleges of music for pupils of average ability have departments in piano, orchestral, vocal, choir-leadership and theory of music, and train music teachers for the secondary schools, orchestral players, trained choristers, and leaders of music clubs. Entrance

to these colleges is confined to persons from 14 to 25-30 with a secondary school education and definite musical ability. The piano and orchestral departments require in addition to these qualifications a course in the seven-year music schools. The course in the colleges occupies four years, but students who show exceptional talent may transfer to a conservatoire after the third year.

The ten-year music schools are attached to the conservatoires, and accept only the exceptionally gifted pupils. The schools themselves deal with the general education of their pupils, whose special musical training is taken in the conservatoire itself. For the piano and string departments entrance is at the age of 8 years, and at 10-12 for the wind and national (bala-laika) instruments. There are four of these ten-year music schools in the Ukraine.

The seven-year music schools aim at giving a good grounding in musical culture to the average child and also assist in discovering the more gifted children in order to send them to the professional schools. They provide teaching in music only, the general education of the children is given in their ordinary school. There are two of these seven-year music schools in the Ukraine, both connected with collective farms, and dealing with the children of the peasant collective farmers, but it is hoped in the near future to increase their number. There are two departments in these schools, for pianoforte and orchestral players. The training in the piano and violin sections takes seven years, the 'cello five years, and wind and national instruments three years.

The evening music schools give adult workers the opportunity to improve their musical education and prepare for entrance to the professional music schools. Members of choirs, music clubs and orchestras connected with business concerns attend these schools, and their main purpose is to improve the quality of musical self-activity. They have sections for pianoforte, orchestra, vocal, choir, and band leaders, and for the national instruments. There are 13 of these schools in the Ukraine, and membership is open to all with average education and some knowledge of music.

2. Art Education

Art education is arranged on a similar plan to that of music, and is given in Art Institutes (residential colleges), art and industrial-art schools, ten-year art (secondary) schools, and four-year (short-course secondary) art schools.

The Art Institutes, of which there are two in the Ukraine, have a six-year course, with departments in painting, sculpture, and architecture, and are concerned with the training of artists, decorative artists, sculptors, architects, and

art teachers for the secondary schools. Entrants are admitted between the ages of 17 and 35, and must have had a secondary school education and show outstanding ability. As in the case of the conservatoires the best students remain for post-graduate work or as assistants.

The art schools and schools of industrial art train personnel of average ability, and usually have three departments: art-teaching, decorative art, and sculpture. The industrial art schools have in



Learning to be Ballerinas

This block, kindly lent by the 'Anglo-Soviet Journal,' comes not from the Ukraine but from Leningrad.

addition courses in textile design, weaving, carpet weaving, embroidery, interior decoration, wood-carving, and furniture design. The students from these schools take up work in the theatres as scenic artists, in the building trade, and also in industry and community workshops.¹

Admittance is from 14 to 30 for pupils with a seven-year education and possessing ability in pictorial and plastic arts. In the Ukraine there are four art schools and five schools of industrial art.

There is only one ten-year (secondary) art school in the Ukraine, attached to an Art Institute, and as in the case of the ten-year music school, it admits specially talented pupils who take a seven-year course in the Institute, while their general education is provided for in the school itself.

The four-year art schools have been organized since the war, and are designed to give a groundwork in art culture to the masses, and discover talent for further vocational training. The four-year art schools admit pupils at the age of 11-12 after general education in the first three classes of an ordinary school. The art schools, of which there are at present six, provide the special training in art, while their general education continues in the secondary school.

3. Ballet Schools and Schools of Dramatic Art

Higher education in the art of the theatre is given in the Dramatic Institutes; the less advanced work is done in the colleges of dramatic art, and in studios attached to the theatres. The ballet is taught in ten-year ballet schools and ballet studios attached to the opera-houses, while short courses in ballet are also given in the seven-year schools.

The Dramatic Institutes have three departments—acting, direction, and production, and train professional workers in these capacities. They admit students from 17-35 with secondary school education and special abilities. The entrants to the directing and producing departments must in addition have had experience in these particular fields. There are

two Dramatic Institutes in the Ukraine, and the courses last for four years in the acting section, and for five years in the other two departments.

The colleges of dramatic art are concerned with training actors only, and since the acting profession calls for people with some experience of life, the entrants must be between 17 and 30 years of age, with complete secondary school education and evidence of outstanding ability as actors. There are two of these colleges in the Ukraine, each with a four-year course of study.

The studios, which are attached to the leading theatres, admit a small and carefully selected group of students, and the tuition is closely linked with the work of the theatre. Admission is limited to candidates from 17-35 years of age, with secondary education and outstanding acting ability. There are 13 of these studios in the Ukraine, and they have a three-year course.

There is only one ten-year ballet school in the Ukraine, and it admits only the exceptionally gifted children with the physique suitable for ballet dancing. The children are chosen in the first class at the age of 8 years, and their training in ballet proceeds concurrently with their general education in the school. At the end of the ten-year course the children proceed to work in the theatre.

The ballet studios are attached to the opera houses and are recruited at the age of 14. Their work corresponds with that of the last three years of the ten-year ballet school, and is closely connected with the work of the theatre. Entrance to the studios, of which there are at present two, is limited to children with secondary school education.

There are also two seven-year ballet schools in the Ukraine, and their syllabus corresponds to that of the seven classes of the ten-year ballet schools, as far as ballet itself is concerned.

Students of all Institutes and Colleges, and similar educational establishments, are provided with scholarships. Students coming from a distance are accommodated in hostels, and at the end of their period of training they are guaranteed suitable posts in their chosen profession.



For the Primary School

CHILDREN'S THEATRE

Edited by
CYRIL SWINSON.

Each book contains four or more new plays, and many of them deal with everyday people and things that children love. Acting and production notes are included as well as suggestions for reading in class.

1. BLACKBIRD PIE.
2. JAM FOR TEA.
3. THE GREEN DRAGON.
4. BIRD'S BALLOT.
- *5. EARLY CLOSING.
- *6. PLENTY OF FISH.

* Ready shortly.

Illustrated.

1s. 3d. each.

ENCHANTED WAY

Edited by
AVERIL NEWELL.

The series combines the background of traditional poetry with all that is best in modern verse. A special feature in each book is a section devoted to verse for choral speaking, acting and miming.

1. PEDLAR'S PACK *1s. Cloth 1s. 4d.*
2. HAPPY JOURNEY.
1s. 1d. Cloth 1s. 5d.
3. TRAVELLER'S JOY.
1s. 2d. Cloth 1s. 6d.
4. TREASURE TROVE.
1s. 3d. Cloth 1s. 7d.

SPEECH RHYMES

by CLIVE SANSOM.

A delightful collection of rhymes, jingles and tongue twisters, chosen to encourage clear, vigorous, lively speech.

In 3 books. Illustrated.

1s. each.

A. & C. BLACK
Soho Sq., London, W.1

¹ The word 'artel', which is used here, has no exact counterpart in English. The nearest we have to such a guild of workers would be the workshops of William Morris, or the Cotswold furniture workers under Gimson and others.—*Trs.*

Higher Education in the Ukraine S.S.R.

S. M. Vukhalo

Candidate of Technical Science (B.Sc.)

DURING the course of the successive Stalin five-year plans the Ukraine has been transformed from a backward agricultural community into a centre of industry, a country of huge factories, industrial plants and modern generating stations, a country of vast mechanized collective farms, with fine towns and picturesque, well-built Ukrainian villages, a country where science, literature, and art are flourishing.

The people of the Ukraine set about the radical reconstruction of their country without having the necessary number of qualified experts, such as engineers, agriculturists, economists, doctors, teachers, and scientists. The new High Schools and Colleges of the Ukraine had to provide these specialists, and they were soon crowded with enthusiastic young people of the peasant and working classes, eager to acquire knowledge, and work for the welfare of their native land.

While they were improving and developing their own organization, the colleges trained thousands of experts for the national economy, science, and culture. Year by year the educational work improved, the best students were retained in the colleges to help in the training of later groups, while experts from industry were attracted to the various departments and collaborated with research and teaching.

Before the revolution there were about 30,000 college-trained professional workers in the Ukraine, compared with about 400,000 today. For two decades the colleges of the Soviet Ukraine have been training a new intelligentsia which has sprung from the people and which works for the benefit of the people.

The work of the colleges is not confined to training new professional workers, but includes research in all branches of science, technique, and culture, the improvement of manufacturing processes, the national medical services, and elementary, secondary and higher education. Their influence is also felt in literature, culture and art, although their main function is the development of science. The

colleges are, in fact, the nursery of Ukrainian culture. In the faculties of the State universities, the teachers' training colleges, the political, physical training, art, dramatic and music departments of the high schools, the future leaders of culture and art are engaged on the problems of cultural development in the Soviet Ukraine.

* * *

In Tzarist Russia in 1914 there were only 19 colleges in the whole of the Ukraine. The high cost of tuition and board and lodging, the absence of scholarships, and the lack of secondary schools accessible to the working classes, the fact that teaching was done in the Russian language only, all these factors closed the colleges to the great majority of the people.

After 1917 the conditions for the development of higher education were completely transformed. A wide network of primary, secondary, and high schools became accessible to all workers. The increase in the number of colleges, the raising of the general educational standards, the mass preparation of youth for the entrance examinations, and State support for the successful students, all this prepared the ground for a rapid growth of higher education. In pre-war years more students were working in the colleges and universities of the Ukraine than in any other country with a like population. In 1941 there were 164 colleges in the Ukraine, training 125,000 students. These colleges were excellently equipped and furnished, with spacious buildings, comfortable hostels, dining rooms, clubs, laboratories, studios, workshops, scientific libraries and reading rooms.

The colleges suffered heavy losses during the German occupation. Thousands of teachers were tortured and killed, and buildings were destroyed and looted. The State University at Kiev—the treasure-house of Ukrainian culture—was pillaged and burned, and among the other institutions which were destroyed were the Donetsk Industrial Institute, the Dniepropetrovsk Institute of Mining and Chemical Technology, and the Kiev Institute of Food Technology, and

the teacher training colleges at Poltava, Chernigov, Kharkov, Zhitomir, Stalino, and Vinnitsa—in short, every single training college in the Ukraine.

The restoration of the colleges began the moment the towns of the Ukraine were freed. The enthusiasm of the teaching staffs, together with the help given by the Soviet Government, and the encouragement of our great leader Stalin, enabled them to revive in a comparatively short space of time, although full recovery and consolidation will call for still more effort, sacrifice, and material outlay.

At the present time in 1946 about 100,000 students are being trained in 152 colleges. It is probable that in the near future the number of both colleges and students will reach the pre-war figure. The students include engineers for the various branches of national production and industry, doctors, agricultural specialists, lawyers, economists, teachers and scientific workers.

Of the 152 higher educational institutions at present functioning in the Ukraine seven are universities, 43 are technical colleges, 14 medical schools, 54 teacher training colleges, six law and economics colleges, 19 agricultural colleges, and nine schools of art. In this manner expert professional workers in every

Athene

The official journal of the
Society for Education in Art,
is publishing in May a special
memorial number to

Marion
Richardson

Copies 3/- each

may be ordered in advance from
the Secretary

2 Manchester Sq., London, W.1

EDWARD ARNOLD & CO.**Practical Russian**

By **E. A. MOORE**, B.A., Modern Language Master, Tollington Boys' School, London ; and **GLEB STRUVE**, B.A., Reader in Russian Literature, School of Slavonic and East European Studies, University of London. With drawings by E. A. Moore, and a Foreword by **Dr. William J. Rose**, Director of the School of Slavonic Studies. **Book I, 5s. net. Book II, 5s. net.**

'What teachers of Russian in this country have long been waiting for, namely a Russian course planned on modern lines . . . the illustrations are a delight. The book deserves every success'.—*Modern Languages*.

IN THE PRESS

**Passages for Russian
Translation and Comprehension**

By **A. S. MACPHERSON**, of Dulwich College, and **N. WISSOTZKY**.
96 pages. About 3s.

This little book is suitable for students after a year to a year-and-a-half's work at the language. It includes both passages for translation into Russian and Comprehension tests. Full English-Russian and Russian-English vocabularies.

Further particulars from :

41 MADDUX STREET, LONDON, W.1

branch of national production and culture are provided for, and their activities embrace the entire field of the economic, scientific, and cultural life of the people.

All who have the desire and the necessary entrance qualifications are able to study in these colleges. The right to elementary and higher education is guaranteed to all citizens by the Soviet Constitution. The overwhelming majority of the students are in receipt of State scholarships and further assistance is given in the form of canteens, hostels, clinics, sanatoria, and so on, to which admission is free. This right to higher education is given irrespective of class, wealth, or nationality, and all students are guaranteed employment on completing their studies.

As a general rule the colleges are residential, and all expenses are paid by the State. Many of these run evening-school departments, where students receive higher education after working hours. Industrial concerns give their student-workers every opportunity to take advantage of these arrangements. There is in addition a widespread system of correspondence courses available throughout the Ukraine, including special correspondence colleges and correspondence departments of the residential colleges, where students may make free use of the colleges programmes, text-books, printed lectures and consultations. There are also external departments in

such subjects as philology, history, and law, and outside citizens are able to take the examinations in these subjects, covering the full college course. Post-graduate and refresher courses are also organized for experts in industrial and other branches of production.

In this way the system of higher education gives Soviet people of every class of society an opportunity to complete their education. The primary and secondary schools, turning out millions of pupils, provide an adequate supply of future students for the colleges. The staffs of these colleges are far removed from the individualism, reserve, and isolation from the people, so characteristic of the intelligentsia of Tzarist Russia. As a section of the Soviet people, and the most advanced and most highly cultured section, the professors and teachers encourage the young professional workers to give devoted service to their native land.

The colleges train professional workers for the various branches of industry and cultural work. The tuition therefore is subordinated to the task of training active workers for the service of the country. The students receive a sound general education with specialized training in their particular vocation. They are also given a good grounding in political and economic theory, which enables them to act as leaders in subsequent political work.

* * *

The colleges of the Ukraine S.S.R. are open to all who have completed a full (ten-year) course in the secondary schools, and gained distinction in the competitive entrance examination. The courses last from four to six years, according to the syllabuses and study programmes of the department selected, all of which must be approved by the Higher Education Department of the Ministry of Education. The courses include lectures, laboratory and field work, individual research, and practical work in schools or in industry. The students spend between 80 per cent. and 85 per cent. of their time in academic work, and the remaining 15 to 20 per cent. in practical work. On the academic side, about 40 per cent. of the time is spent in attendance at lectures, 50 per cent. at laboratory or field work, and the remaining 10 per cent. in independent studies. These proportions vary, of course, with different colleges, faculties, and subjects.

The subject matter covered by the syllabus is expounded by a professor in lectures attended by groups of students taking that particular subject as part of their course. The lectures deal with the theoretical principles, the student filling in the details from the recommended text-books. The laboratory and field work is done in small groups under the direction of assistants, who plan the work to illustrate and supplement the material dealt with in the lectures. The assistants also take charge of the discussion periods, dealing with the solution of difficult problems as they arise in the course of the work, and correcting the student's written work.

The practical work in the various courses is taken in industrial concerns having the most advanced technique, in modern clinics, and at State and collective farms. Students in their second year usually do four to five weeks practical work, while in the third year the period lasts from seven to eight weeks. This work is carried out in small groups under the personal direction of the head of the department, while some colleges have ample provision for such work in the college itself. Independent research work is encouraged in all departments. Projects are suggested to the students, and the preparation of

reports and essays on various branches of study occupy a prominent place in the courses.

The lecturers are not expected to give a detailed exposition of the subject, or the mere repetition of text-book matter. They deal mainly with the theoretical principles, analysing the fundamental notions, giving the arguments for and against the evidence available, and in this way training the students in habits of creative thought. The task of the colleges is to give the future specialist not only a definite minimum of practical and theoretical knowledge, but the essential training in independent thought, the ability to reason properly and solve their problems as they arise.

* * *

In common with the rest of the Soviet Union, the colleges of the Ukraine are staffed by fully qualified professors, lecturers, assistant tutors, engineers, and other experts. The professorships are given to holders of a doctor's degree, having had experience of successful teaching work in a university, and occupying a professorial chair. Lecturers and assistant tutors usually hold a bachelor's degree in science¹ and have had experience in university teaching. The assistants or tutors are usually men and women who have taught in a college for not less than a year. Degrees of candidate (bachelor) or doctor of science are awarded to members of college staffs on the successful defence (usually in public) of a thesis in their respective subjects.

Besides training the professional workers of the future the universities and colleges carry out a good deal of scientific research work. On the average a member of the staff does about one and a half to three hours teaching work per day, and the remainder of their time is devoted to independent research. For this purpose all the colleges possess fully-equipped research laboratories, workshops, testing benches, scientific libraries, etc., and the work is financed from Government funds.

The scientific work in the Ukraine universities suffered severely during the German occupation, and many laboratories, libraries, and research stations were destroyed and most

of their equipment looted. The scientific workers have put much energy and effort into the restoration of their laboratories, and the Soviet Government has been of immense assistance, but much remains to be done before the destruction caused by the Fascist invaders is completely cleared up. The present five-year plan provides for further development of all types of research, the construction of new research institutes and the improvement of those already in existence, besides providing for better living conditions for the research staffs.

All this development calls for a great increase in the number of scientific workers in the near future. This will be accomplished by raising the qualifications of tutors and assistants, the recruitment of experts from the ranks of industry, and the extension of post-graduate work, which during the last 15 years has been the main source of supply for scientific workers and teachers.

Candidates for post-graduate work are selected by a competitive examination from among the outstanding students in the colleges,

preference being given to those with experience in industry, and the courses last for three years, at the end of which the candidate must prepare and defend a thesis for the degree of bachelor of science.

We welcome the intention of the New Education Fellowship to devote a special number of its magazine, *The New Era*, to education in the Ukraine Soviet Socialist Republic. We welcome the exchange of experiences between educational workers throughout the world. The worker in higher education in the Ukraine follows with great interest the development of higher education in all countries of the world, rejoicing in the successes gained in widening the field of education and in destroying the harmful influence of Fascism.

In this short article the author has tried to indicate to educational workers of other countries the development of higher education in the Ukraine, hoping that this article, and its publication in the magazine, will be the beginning of a systematic exchange of information between the teachers of the Ukraine and those of all free countries and peoples.

A NEW PITMAN PRODUCTION

★ **GROUNDWORK** **for** ★ **CITIZENSHIP**

The Model Citizen

By H. Osman
Newland, F.R.Hist.S.
This book gives a
simple, interesting
and accurate exposi-
tion of the rights and
duties of the citizen,
and a description of
public institutions
with their historical
background. Recent-
ly revised 2s. 6d.

By FREDERICK R. KERSLEY

An up-to-date course of training
in the elements of good citizenship,
based upon practical experience
gained by the author in both urban
and rural schools, and which has
proved to be well within the scope
of average senior children. Teachers
need no specialised knowledge of
the subject, as this work has been
designed as a handbook to guide
individual study and research. Help-
ful exercises are included, and these
form an important feature of the
book.

About 3s.

Ready Shortly

Science in Action Series

A series of six books
explaining different
ways in which man's
scientific discoveries
have been adapted
and improved upon
in the making of our
modern world. A
unique series for the
school library.

2s. 3d. each book.

PARKER STREET · KINGSWAY · LONDON, W.C.2

PITMAN

¹ It should be noted that no Arts degree is mentioned.—Trs.

Teacher Training

Professor Y. Reznik, D.Sc.

THE Soviet Government, in its efforts to raise the cultural level of the people, has given much attention to the improvement of teachers' working conditions and their professional training. As far as their economic position is concerned, the Soviet teachers are classed with other highly qualified professional workers, such as engineers, doctors and lawyers, and their status is a matter of great concern to the Government.

As a rule, few teachers in the Ukraine are called upon to take more than two age groups in the same class, and even this is confined to small village schools with 20-30 pupils. In the great majority of schools each teacher takes a single class of uniform age. In the infants' and primary schools the teacher works for 24 hours per week and 18 hours per week with the older children. Apart from this they have three months' holiday every year, which gives them ample time to improve their qualifications.

To conform with the general organization of the Soviet educational system there are three main types of establishment for the training of teachers: the Teachers' Technical Schools, the Teachers' Institutes and the Teachers' Training Colleges. In addition to this, there are education departments in the universities for graduate teachers in the secondary schools.

The Technical Schools for Teachers are concerned with training the teachers for infants and primary schools. Entrants are admitted from the seven-year (elementary) schools at 14 and the course takes three years. The programme is divided into two sections: the general education course (which corresponds to that in a secondary school) and the education course, which includes psychology and the theory and practice of education in relation to elementary schools.

The Teachers' Institutes train specialist teachers for the middle forms of the secondary school, the 5th, 6th and 7th classes, while the Teachers' Training Colleges are concerned with specialists for the upper forms, 7th, 8th, 9th and 10th classes. Both types of establish-

ment are recruited from the secondary schools. The course in the Teachers' Institutes extends over two years and that in the Training Colleges for four years. The curriculum in both covers three groups of subjects: the general theoretical course, the theory and practice of teaching and the special subjects offered. The basis of the general theoretical course consists of philosophy (dialectical and historical materialism). The education course includes general psychology, educational psychology, history of education, special teaching methods, school hygiene and teaching practice. The special subjects course includes the elementary sciences and the practical work connected with them. Consequently, the institutes and colleges are organized on the faculty system, and include the following faculties: philology, history, physics and mathematics, chemistry, biology, geography, foreign languages, educational theory and nursery-school teaching.

The main difference between the two types of college is that the scope and range of work in the Teachers' Institutes is more restricted than that in the colleges. Students in either type may take as options subjects in which they feel particular interest.

The universities also take their share in training specialist teachers for the upper forms of the secondary schools, but the courses there deal with particular subjects (mathe-

matics, history, etc.) in greater detail and with more stress on their theoretical aspects. This is done by lengthening the course from four to five years and by curtailing the sections dealing with educational theory and practice.

In all colleges practical work is strongly emphasized. The students pay visits to schools and study the work of the teachers, besides helping with the work of teaching. They give trial lessons, talk with the children, work with retarded groups and help to organize children's parties, excursions and other social events.

Voluntary societies and study circles are a prominent feature of college life and they encourage the students to take an interest in science and familiarize them with the methods and technique of scientific research.

As far as the teachers in the schools are concerned, they are afforded ample opportunity to improve their qualifications by regular refresher courses, conferences and lectures. Many teachers in the Soviet schools are not fully qualified for the simple reason that compulsory education in the U.S.S.R. is only 15 to 20 years old, and as a result many teachers had to begin their work in the schools after a comparatively short period of training. All these teachers are now able to complete their studies either by attending evening classes or taking up the correspondence courses run by the colleges.



Christmas Trees. Drawn by a girl of six.

The Training of Labour Reserves in the Ukraine

I. I. Sinitsin

THE Stalin Five-year Plans of national development, which have united the tremendous resources of labour power in the Soviet Union with the effective use of government capital, have resulted in the complete transformation of our country. One of the most striking changes has been the elimination of unemployment, and yet the continuous retention of a labour surplus. The problem of recruitment for the continually-expanding industrial production was thus reduced to that of organizing the training of new workers. In order to achieve this, the Government in 1940 established by special decree a network of trade, railway, and factory schools (F.Z.O.) for the purpose of training government labour reserves on a sufficiently large scale. These trade and railway schools, which have a two-year course, train the skilled workers for the various trades, while the factory (F.Z.O.) schools prepare the mass-workers (semi-skilled) for the factories, and have a six-month course.

On January 1st, 1941, there were 93 trade and railway schools in the Ukraine with 46,690 students, and 174 F.Z.O. schools with 63,050 pupils.

The best available buildings were chosen for the Labour Reserve schools, and the workshops were

equipped in an adequate manner. Splendid living hostels were provided, classrooms for all subjects, sports fields, and club rooms for all kinds of hobbies. All this, together with the appointment of qualified teachers and instructors, guaranteed both proper training and full general education, essential for industry and for the workers' own benefit.

As soon as war broke out more than 100,000 students of the trade and factory schools in the Ukraine were evacuated to the eastern provinces of the Soviet Union, where they continued their studies. During their training they worked on government orders for tools, bench equipment, war material, tank and aeroplane parts, and so on. In conjunction with adult workers, the pupils in the trade schools repaired and fitted locomotives and rolling-stock, cars and lorries, worked in the foundries and coal mines, and assisted in the erection of factory buildings and dwelling houses.

The occupation of the Ukraine by the German Fascists resulted in colossal damage to the system. Out of 30 schools in the Dnepropetrovsk district, 13 were completely ruined, while out of 107 buildings belonging to the factory schools in Stalinski district only 18 remained comparatively unharmed.

Consequently the first problem which presented itself to the organizers of the Labour Reserve system in the early days of the re-occupation of the Ukraine was the restoration of the pre-war network of schools, and their re-equipment as far as possible up to their former standard. After much steady and self-denying work the pupils and teachers overcame the preliminary difficulties, and were able to put the buildings in good repair and get together the stock and equipment to make them ready for work.

Besides their work in re-establishing their own schools the pupils and workers in the Labour Reserve played an important part in the reconstruction of industrial plants in the Ukraine. Thirty detachments of students who had just completed their training were formed in the eastern districts, mostly from young people who had formerly been evacuated from the Ukraine in the early days of the war, and were sent to assist in the rehabilitation. These brigades of Labour Reserve youth also took an important share in restoring social life in the devastated towns of the Ukraine.

Thanks to the tireless work and sympathy shown by the Ukrainian Government and its head, Comrade N. S. Krushchiev, the pre-war network of schools and technical colleges has been completely re-established. In addition a group of special trade colleges have been created with a four-year course for orphans whose parents had been killed by the German occupying forces. On completion of their course in these colleges the pupils will have received, in addition to their training in a trade or profession, a complete seven-year secondary education. In 1945, colleges in applied art were created with a three-year course to train craftsmen for art industry and artistic reconstruction work in the towns devastated by the invaders.

On January 1st, 1946, there were in actual operation in the Ukraine 195 trade and railway schools with 59,310 students; i.e. 127 per cent. of the 1940 figures;



Arriving for the Celebrations. Drawn by a boy of six.

ANGLO-SOVIET JOURNAL

Essential for all who desire to be informed on the Soviet Union.

Competent authorities, British and Soviet, deal objectively with education, the arts, science, industry, agriculture, social services, etc., etc.

16 pages, excellent illustrations.

Subscription 10/- for four numbers, or 2/6 per copy.

Can be obtained from the
S.C.R., 98 GOWER STREET, LONDON, W.C.1.,
 or the usual booksellers.

and 312 factory schools with 77,250 pupils, that is, 122.5 per cent. of pre-war. Of course many of these colleges are still far from being comparable with the same institutions before the war, as many of them still lack the living quarters, amenities, and teaching equipment they possessed formerly.

One of the most pressing problems has been that of providing the school workshops with lathes and machine tools. However, in spite of the difficulties, this question is now in a fair way towards solution. Although at the start there was no equipment of any kind at all, on April 1st, 1946, the stock of metal-cutting tools and lathes had risen to 2,818 units, partly reconstructed machines and partly donated by the factories. In addition to this, a number of technical colleges have embarked on a scheme of lathe construction in their own workshops.

On account of the war many difficulties still lie in the path of the Labour Reserve colleges, preventing them from attaining their former efficiency, and more hard work is still necessary, but in spite of all this they are at this

moment giving a good deal of valuable help to the country. In 1944 the pupils, during their training in the workshops, produced articles valued at 12,967,200 roubles. In 1944 and 1945, 134,702 skilled workers were transferred to industry, building construction, and transport work. In 1946 the colleges and F.Z.O. schools will release nearly 100,000 skilled workers, and in five years one and a quarter million tradesmen and trained workers, of whom 300,000 are planned for 1950.

The task of training qualified, well-educated, and cultured workers for industry is not merely a matter of providing the necessary instruction in the trades themselves, but also that of allowing for cultural work, the provision of good living conditions and proper medical attention, and the development of artistic activities and sport. For this purpose special teachers have been engaged and the necessary equipment prepared. The pupils in the schools receive all their expenses from the government, and are provided with clothing and footwear, three meals a day and furnished living quarters.

The following figures bear witness to the development of artistic activities: there are over 1,600 art clubs, patronized by 35,000 pupils, 356 choral societies, 331 dramatic clubs, 230 music circles, etc., etc. Art exhibitions and musical festivals are arranged both in the schools themselves, and by the district and by the republic itself. The entries of the Labour Reserve organizations have been very successful.

A voluntary 'Labour Reserve' Sports Society has been created for the development of physical culture among the students, and possesses three large stadia, 559 sports fields, 214 gymnasia, 69 sports halls, and 28 ski-running centres. These are all extremely popular with the students.

At the present time the colleges and schools of the Ukraine are engaged in the first year of the new Five-Year Plan of national reconstruction and development. The greatness and power of the Stalin design has inspired every worker in the system of Labour Reserve to give of his best, for the further improvement in the training and education of the rising generation of workers.

EDITORIAL POSTSCRIPT

This number of *The New Era* on Education in the Ukraine Soviet Socialist Republic is the outcome of a chance meeting with Professor Petrovsky of the University of Kiev when he was in London for the Inaugural Meeting of the United Nations. We told him what we wanted and he told us where to apply for it, and in due course the eight articles published above came in, covering all the main subjects about which we had asked.

As in all our post-war special numbers, except perhaps that from Yugoslavia, contributors have tended to describe their educational system rather than any one group of children

or any specific classroom technique. But the children's drawings do give some idea of the children themselves. The originals are in coloured chalk and gaily fill the usual small odds and ends of paper on which all the children of Europe are doing their work at the moment. They have lost all their charm in reproduction, but they do show how Russian children draw much the same things as all Western children, perhaps with a slightly heightened sense of design.

The whole of this issue has been translated from the Russian, most of it by Mr. W. L. Goodman, whose article on Makarenko in the January issue readers may remember. Special thanks are due to him, and also to

Mrs. Beatrice King and the Society for Cultural Relations, the latter for the loan of the Ballet block and for the expediting of mails.

Most of all we would like to thank Alexander Perecoda, of Kiev, who got these articles written for us, and the contributors who wrote them. Like Mr. Vukhalo, 'we welcome the exchange of experiences between educational workers throughout the world'. And it is good for us all to realize anew the terror and destruction of war which was suffered by the people of the Ukraine. This number of *The New Era* should evoke a particularly warm and whole-hearted sympathy for a gallant work of reconstruction.

The Film in Current Affairs

A. K. de Denne

NOBODY likes 'stale news'. Yesterday's newspaper goes to light the fire, last month's periodicals are neatly but firmly stacked away in a cupboard. In news rooms and information rooms the guiding principle is, quite rightly, to keep up to date and to change the displays as often as possible. Similarly, the current affairs period in schools and adult groups invariably deals with strictly contemporary happenings on the basis of a weekly period. It is often forgotten that in the study of current affairs a periodical stock-taking is essential if the trends of our time are to be kept in perspective. Looking back critically over the news items which were featured as important when they occurred, one can thus in the light of events select the significant and reject the ephemeral.

How often should such a review be made? And what is the most effective medium for presenting it to the current affairs students in secondary schools and adult groups? A notable experiment in this field is a new series of 16 mm. educational sound films appearing quarterly under the title *Summing Up*. Produced by Pathé Pictures Ltd., and distributed by British Instructional Films, each film is a carefully selected summary of the main world news of the preceding three months, the news being presented factually with a sound commentary. No criticism is made of the facts which are depicted, and the series is intended to illustrate only the lessons which have pre-

viously been given. Mr. A. L. Rowse is Historical Advisor to the series.

Widely used throughout the country to provide background to current events are the admirable fortnightly pamphlets—Current Affairs and Map Review—issued by the Bureau of Current Affairs. Against this background, current news items are studied as they are given out on the radio and in the newspapers. But some further integrating instrument is needed to show the relation between different events in different parts of the world. For this, the medium of the film seems to be ideal, as it can reveal the international aspects of happenings which by normal teaching methods would be hard to correlate.

The educational film is often criticized on the grounds that it 'talks down' to the classroom and is regarded with suspicion by the pupils on that score. The chronicle presented in *Summing Up* is compiled from the news-reels which children have seen in the local cinemas with parents and grown-ups. Unlike the ordinary commercial news-film, however, which presents a hotch-potch of politics, sport, accidents, society, etc., each edition of *Summing Up* has a central theme. The running time of ten minutes allows this theme to be developed satisfactorily, with ample time within a single class period for preparation with the aid of the full teachers' notes and for follow-up discussion.

The current release of *Summing*

**Lecturer in History,
Gaddesden Training College**

Up is the second in the series, and covers the events of the fourth quarter of 1946. The theme is a vital one—International Reconstruction. Opening on a note of high human drama, the film shows the rescue by men and aircraft of many nations of the survivors of the Dakota accident in the Alps. This miniature cameo of international co-operation leads on naturally to the meeting of U.N. in New York, where the representatives of the nations deliberate plans for peace and reconstruction. Graphically the camera shows the peoples of the world toiling with the same end in view, from war-blasted Calais to flood-stricken China. Then a sombre note is struck as the great coal crisis threatens to cripple all these efforts of leaders and workers. Coal strikes in the United States, and coal shortage in Britain bring major industries to a standstill. Leading personalities utter their various points of view; but the film never lets it be forgotten that in the production of coal it is the miner who is the vital factor, and there are some brilliant symbolic shots from the mines to add effectively to the straight news.

In this impartial and objective record of events and personalities every quarter, *Summing Up* is clearly proving its value not only as an aid in the current affairs lesson, but also as a real contribution to the wider aspect of current affairs as a training in the social sciences.

Why Pictures Help: No. 2

THE THREE FIRTH HISTORY SERIES

Pictures were once comparatively unknown in schools as a teaching aid. When, in the seventeenth century, they were introduced into schoolbooks, they were hailed as a great innovation. To-day they play many parts in schoolbooks. They may be purely ornamental, or chiefly functional, actually forming part of the subject matter or clarifying and interpreting it. A series of notes, which will appear from time to time in the advertisement pages of this journal, will indicate the place and purpose of pictures in certain school courses published by Ginn & Company Ltd.

EVIDENCE

The place of pictures in the Firth Histories may be summed up in the one word "evidence." Every picture in these books—and in the three series there are together over twenty pupils' books either published or in preparation—every picture is authentic and helps to give the child assurance that history is a true story, while at the same time helping him to recreate the atmosphere of past ages.

AUTHENTICITY

In the words of Dr. Firth, the Editor: "First Series emphasises the importance of pictures, especially those which in a sound if rudimentary sense can be used as historical evidence. Pictures from contemporary sources are given as line drawings, with a few exceptions where the beauty of the original can best be conveyed by a photograph. These line drawings, while keeping close to the



The left-hand picture is from Book Two, First Series. "Each child, suggests the corresponding Teachers' Book, 'should study the picture of the man writing. The teacher should then discuss with the whole class: (a) The parchment, made of the skin (not hide) of a sheep or goat. (b) The quill or bird's feather pen. (c) The knife for erasures (no india-rubber). (d) The inkpot. (e) The oil-lamp or candle.' The other picture, from Book Two of Grammar School series, illustrates how one kind of bow worked, and how the figures in historical pictures were shown in the clothes of the artist's own time.



source, are simple for children. Modern imaginary pictures have been sternly excluded, for it is as important for a historical picture as for a historical story to tell the truth. Pictures speak more loudly than words to the average child. The drawings in the books are for use, and the teacher should constantly help the class to refer to them. Sometimes an enlarged picture may be made by the teacher from a source which he knows to be authentic, and the class may be taught from it. It is a method of helping the class to learn from contemporary authorities and so to begin to find out how history is known."

LINE DRAWINGS OR PHOTOGRAPHS

What is true of First Series, for primary pupils, is also true of Second Series, for secondary modern and technical schools, and of Grammar

School Series. As the courses develop, however, the emphasis shifts gradually from line drawings, simplified for young children, to photographs which are able to give greater actuality. The function of the illustrations remains unchanged, whether they are in the form of line drawings or halftones.

FREE to Teachers :

To GINN AND COMPANY LTD.
7 QUEEN SQUARE,
LONDON, W.C.1.

Please send me a free copy of the booklet "Use of Diagrams in the Teaching of English" as soon as the reprint is available. I should also like details of the Firth Histories.

Name

School address

.....

.....

Book Reviews

Informal Education. By Dr. J. Macalister Brew. (Faber & Faber Ltd. 10/6).

A first reading of Dr. Brew's amazing book strongly confirms her preliminary quotation from Heraclitus, 'All is flux—nothing is stationary'. In fact, the book may produce a state of flux, or even chaos, in the ordered, crystallized and perhaps partly petrified thoughts of an average pre-war educationalist. 'Is this education,' he may well ask, 'or informality run riot?' No longer, it seems, is the school, the teacher, or even the child to be the educational centre of gravity of the community: such a centre may cease to exist, and its place be taken by various focal points in the life of society, points which may themselves be either shifting or static.

The facts already signpost the route, though it takes a Dr. Brew to create and project the astonishingly rich pattern of an educational tapestry which may be woven from the materials, facilities and skills available through the 1944 Education Act.

Already we have taken the School to the Ballet, where it is now possible for pupil and teacher to fulfil all the requirements for Government grant and Burnham salary: we have taken the restaurant to the school and the school to the factory. The magistrate, the caterer, the actor, the technologist, the professional musician, the doctor, the nurse, the club leader, the warder, the kitchen hand, the nursery helper and the 'motherly person' are, now and inalienably, component parts of our newest educational set-up. The parent alone seems, as such, to be omitted, though many of the foregoing persons, naturally, will be parents. This omission our author would rectify and some of the sanest things she has to say are about Parents' Meetings, Parents' Associations and Parent-Teacher co-operation.

Obviously, the opinion, quoted by Dr. Brew, of a parent who wrote of his adolescent daughter, 'She don't need to know anything below the waist' need not be regarded as final: on the other hand the usual school programme of pseudo-literary work which discourages many scholars in some of our schools might perhaps be beneficially modified as a result of parental and other criticism.

The plan of the book is scientifically sound and educationally admirable; and, since it abounds in humour, shrewdness and common sense, the general reader, no less than the teacher, psychologist and social worker, will read it with pleasure as well as profit.

A series of 'approaches' to informal education is suggested rather than planned; and with what a wealth of

practical experience are the suggestions supported!

The first approach, in conformity with a modern and material conception of life, is that through the stomach. In this section the author's thoughts range from school meals to 'poetry in pubs,' and from the medical service to the education of the parent.

The 'approach through the feet', with much good sense about the Open Air, holidays and personal relationships, might well form the basis for further writing on international friendships. 'To guide their feet into the way of peace' is to-day more than ever a worthwhile aim in education.

The 'approach through the work of the hands' usefully emphasises pride in work; and depreciates job snobbery. What, by the way, is to be the future of work done by hand in the old sense? Is it due for death or resurrection? Will the pace and the economics of modern life permit of it, and foster its diffident and humble resurgence? Or is the designer of a machine-tool to be supreme as the artist-craftsman of tomorrow?

Two richly helpful sections on the 'approach through the eye' deal with the seeing eye as a two-way channel both for impression and expression; and contain in addition much that is of interest on mechanical aids and the film in education.

Is it especially significant that Dr. Brew puts last what the School has always put first—the 'approach through the ears'? There are many signs to-day of the baneful effect on the impressionable mind of too much listening. One has only to visit the dying Music Halls of to-day, halls once

rich and vibrant with the very stuff of the life of the English people; there to witness by ear the trite, listless and mechanical echoes of 'B.B.C. recordings'; to realize the debit side of listening; which, however, has to its credit the partial education of thousands of young ears as discerning hearers of great music. The neglect of the emotions, perhaps the greatest betrayal of youth by overseeing age in the schools, is dealt with less vivaciously and possibly in a less inspired manner by the author, who nevertheless has some right things to say about Drama and Music in Education.

The appeal through religion, as seen by Dr. Brew, has small force for the present writer, who is perhaps too old-fashioned to believe that the combined efforts of Miss Dorothy Sayers, Mr. T. S. Eliot and the author of *The Green Pastures* might be a satisfactory substitute for the Gospels, the Shorter Catechism and Bunyan's *Pilgrim's Progress*.

Most important of all is the question, will English Education gain ultimately by the doctrine of informality and all-inclusiveness? That remains to be seen during the coming decades.

'Education' in France means home-training; the intellectual, civic and political training of the young is still entrusted by our neighbours to a '*Ministre de l'Instruction Publique*'. Does this mean that they have no use for informal education? Not at all. The recent creation of two new (and separate) ministries, those of '*Jeu-nesse, Arts et Lettres*' and '*des Sports*' (the latter with a distinguished woman Anglophile at its head), denotes the French approach to the problem of widening educational scope. Many British teachers may think the French way, safeguarding as it does the tried and approved intellectual content of a classical, modern or scientific curriculum, the better.

We in England, however, seem to have chosen otherwise; and Dr. Brew's book is a valiant and successful attempt to illumine the ever-broadening landscape of English education.

C. S. Green

PRESENT QUESTION CONFERENCE

Selly Oak, Birmingham,

July 24-31

Subject: What is the critical problem in human relationships to-day?

Chairman: E. Graham Howe.

Speakers will include Sir Stafford Cripps, Sir Richard Livingstone, Prof. M. L. Oliphant, Prof. Wilson Knight, Dr. J. H. Oldham, Herbert Read, George Dickson, M. Channing-Pearce.

Board and Lodging from £3/3/-.

Inquiries to Secretariat,

37 Middleway, London, N.W.11.

About Books for Children. By Dorothy Neal White. New Zealand Council for Educational Research—Whitcombe and Tombs, and Oxford University Press. 10s. 6d.

It has been left to the smallest of the English-speaking nations to produce a book which (even were it mediocre) would have been grabbed eagerly by teachers and junior librarians wherever the language is

The Wellwood Heritage

By A. PERCIVAL NEEDLER,

6/- net, or post free 6/6.

This new contribution to literature, with the history of England as a background, has for its chief characters a fictitious family of Anglo-Saxon origin named the Wellwoods, whose story is traced from their landing on these island shores right up to the present time.

The book contains fourteen lengthy tales, each complete in itself and dealing in sequence with its own particular period, thus contributing to the progressive story of the family as a whole.

Its intrinsic value as a narrative and its accuracy of detail in relation to historical background should make a wide appeal.

Obtainable through all Booksellers.

A. BROWN & SONS, LTD.
32 Brooke Street, London, E.C.1

read. Serious criticism of children's literature is still in its infancy in Britain (it has made more progress in America), and any intelligent, up-to-date survey of this field would have been welcome. Mrs. White has written much more than that. She has managed to be comprehensively informative and extremely amusing at the same time.

Her qualifications easily stand that close scrutiny we should apply to any adult writing on the tastes and interests of children. One of two New Zealanders chosen in 1936 to be trained as children's librarians at the Carnegie Library School in Pittsburgh,

she returned to become an able pioneer of children's libraries in her own country. The internal evidence of her book shows with what patience and insight she studied the needs of her youthful public.

Concentrating deliberately on contemporary books rather than the established classics, she ranges over the whole field, from picture-books and fairy-tales to the realistic children's novel, the science, and the technics, which shade off insensibly into the realm of adult reading. Poetry, plays, encyclopedias, and magazines, are not forgotten.

Among her most illuminating comments are those on the psychological implications of the themes so popular with most children. 'The amount of running away in children's literature is colossal and presents a pretty problem for the child psychologist who can explain these things.' And: 'The basic relationship which children know is the parent-child relationship, yet in the majority of tales authors do not even try to handle this theme; they exile father to Poona or despatch him on an expedition, they massacre mothers at child-birth or invalid them for life.' It needs no psychologist to explain the popularity of the big fictional family with the numerous 'only children' of to-day. She has wise things to say about neutrality and propaganda.

One has only two regrets on laying down the book. One (not the author's fault) is the present impossibility of laying hands on most of the stories, especially those published in America, of which we have been permitted such provocative glimpses. Her book is a gold mine of good suggestions, to be

SCIENTIFIC BOOKS

Please state interests when writing

SCIENTIFIC

LENDING LIBRARY

Annual Subscription from One Guinea

Prospectus on application

H. K. LEWIS & Co. Ltd.
136 GOWER STREET,
LONDON, W.C.1

Telephone: EUSon 4282 (5 lines)

treasured as such until it is possible to open the seams. The other regret is that lack of space (or natural kindness) has confined Mrs. White to books of which in general she approves. Apart from some shrewd digs at two or three well-known writers and magazines in Britain, she has condemned by silence. There is enough wit in the present volume to make one hope she will let herself go on a sequel, *Bad Books for Children*. Writers will await it with trepidation, and others with an awful joy.

Geoffrey Trease

Notices

Demonstration of Dalcroze Eurhythmics

The first part of the Programme at the Demonstration given by the students of the London School of Dalcroze Eurhythmics demonstrated how the spontaneous and imaginative reaction of children to music is fostered and used as the foundation of training in rhythm, pitch and musical construction. The children obviously found great pleasure and satisfaction in the work, and it seemed to me an excellent way of introducing them to the elements of music and of training them to *listen* rather than *hear*—an ability often lacking in these days of music 'on tap'. I particularly noticed the ease with which these children—about six years old—identified repetitions of the theme in a Fugue, often when it was partially hidden in Bach's elaborately beautiful 'harmonic embroidery'.

Training on these lines seems to me a vital need in the education of every

child. Dalcroze work could be of great help, too, to a child who is learning to play a particular instrument, especially the imaginative child who is often extremely sensitive to music but finds difficulty in grasping its theory.

The second part of the Programme demonstrated admirably the thoroughness of the training given to students at the Dalcroze Training College. The course covers not only the theory of the system itself and the practice of teaching it, but ranges over the whole field of musical study, especially ear-training, transposition and improvisation. It was good news to hear that it has recently been given what is now the highest seal of approval as far as English State education is concerned—acceptance by the Ministry of Education as a qualification entitling a teacher to recognition as a 'Qualified Teacher'.

Music and Movement are closely linked in this work, but it must not, however, be forgotten that it is a form

of *musical* and not *physical* training. With my heart, as always, primarily in dancing, I often found it difficult to remember this myself during the last part of the Programme which showed prepared interpretative exercises; I found myself criticizing the lack of variety and technique of movement and watching the performance purely from a plastic point of view. However, I particularly liked the design of 'Ground' with the emergence one-by-one of the five variations and their gradual incorporation into the main body; the beautiful grouping of the attendant angels at the Nativity in the moving 'Chorale from Bach's Christmas Oratorio'; and 'The Gossip' with its vivid expression and the pitiless closing in of the circle of women round the unfortunate girl who was the subject of their talk. All these seemed excellent interpretations of the form and mood of the music.

I left the theatre thinking of what Mon. Jaques-Dalcroze said in his

letter of greeting from Geneva about 'seekers after the truth in art and education' and feeling that he is one of the few who have climbed higher than most of us in that search, to light the way for those who follow after.

F. Peett.

Robert Mayer Concerts for Children

Saturday morning has always had its own special charm for me, a kind of holiday gaiety that persists even through a London drizzle. It is surprising that I should still be aware of Saturday morning's own holiday flavour when I am in the middle of a whole year of holidays, for this is a kind of Sabbatical year I've taken away from broadcasting and Australia. My job in organising the Children's Session for the Australian Broadcasting Commission has brought me into fairly close touch with the out-of-school activities of children in my country, and part of my time in England will be spent in comparing similar activities here.

All the old Saturday morning magic came rushing back as I bounded up the stairs of the Central Hall, Westminster, on 22nd March. Fortunately my ticket was marked "Press" or I wouldn't have been admitted unless accompanied by a child. I just had time to edge myself into the crowded hall, accept a copy of *Crescendo* and

read the first three pages before the performance began.

This programme-magazine with its two or three articles and copious but entertaining notes on the music to be played, issued in advance so that there need not be undue 'mugging up' at the last moment, impressed me as being an extremely sound and happy introduction to the music we were to hear. I'd just got as far as a piece by the conductor, Michael Mudie, '. . . and I feel that I should introduce myself. I am thirty-two . . .' and I knew the concert would be a success, for not many people are gifted with such a spontaneous and direct approach to children.

We heard the overture to 'The Marriage of Figaro' played by the London Symphony Orchestra and went on to excerpts from Mozart operas sung by members of the Sadler's Wells Opera Company, with friendly chats from Mr. Mudie sandwiched in between. The audience sat wide-eyed and open-mouthed.

My mind went back to the last children's orchestral concert I had heard in Australia, where the audience in the Town Hall, Sydney, sat with similar eyes and mouths through the cavortings of 'Peter and the Wolf'. Under the auspices of the Australian Broadcasting Commission 100,000 children annually attend the free concerts held in Canberra, the six State capitals

and many of the larger towns. These orchestral concerts were begun in 1932 by Professor Bernard Heinz, and Dr. Malcolm Sargeant, Walter Susskind and many another visiting conductor has given and found pleasure through them. Our approach is a little different. The schools are advised when a concert is to be held and each nominates so many pupils to attend. Competition for tickets is keen and in Sydney and Melbourne the same programme is repeated on three successive afternoons to accommodate as many children as possible.

What do they hear? From what I've seen of the back numbers of *Crescendo* much the same kind of programme as English children, with this difference, that we always include one or two folk songs in which the audience can stand and sing, stretching its legs and lungs; it is much more effective than an interval and makes more pleasant listening! One of these three performances is relayed to country schools, and to the thousands of children in the far outback who have school by correspondence and, apart from radio, no other contact with the outside world.

But there is something about a Saturday morning at one of the Robert Mayer Concerts for Children. It is a happy combination; leisure and good music, that old holiday feeling, and to make it a real occasion

BLACKIE

A New Series of Infant Readers

THE HAPPY WAY TO READING

By **E. G. HUME**, M.A., B.A. Hons. History, N.F.U. Montessori Diploma.

In six books fully illustrated.

The first four books in colour throughout.

A complete new series of Infant Readers for the teaching of reading, using the direct method, combined with systematic work in phonics.

The books contain suggestions for independent work and for group projects.

Introductory Book, 1s. 4d. Book I, 1s. 6d.

Book II, 1s. 6d. Book III, 1s. 8d.

Book IV, 1s. 8d. Book V, 1s. 11d.

Supplementary Readers and Apparatus for the series are in active preparation.

A New Shakespeare for Schools

THE SATCHEL SHAKESPEARE

Edited by

R. F. PATTERSON, M.A., D.Litt., formerly Scholar of St. John's College, Cambridge, and Charles Oldham (University) Shakespeare Scholar,

and

IAN J. SIMPSON, M.A., Ed.B., Ph.D., Principal Teacher of English, Hermitage School, Helensburgh.

Limp Cloth, 1s. 3d. each.

As You Like It. The Merchant of Venice. Julius Cæsar. A Midsummer-Night's Dream. (Other volumes in preparation.)

Preliminary Note, Short Footnotes, Questions and Appendices on Shakespeare's Life and Works, the Elizabethan theatre and the dates and sources of the Play are included.

ABOUT YOUR HOME

By **MARGARET J. COLES**, L.L.A., formerly Head Mistress, Eastbury Secondary Girls' School, Barking.

Illustrated

2s. 6d.

The evolution of the home. The subject is studied on the project method, and work planned on these lines, with the addition of that done in the Domestic Centre and in the Needlework and Handwork lessons, should constitute a complete scheme.

Our list includes books to suit almost every educational need. Please let us know your requirements and we will do our best to help you.

BLACKIE & SON, LIMITED, 66 CHANDOS PLACE, LONDON, W.C.2

in the foyer at the end of the performance the most delicious cakes and buns in London!

Ida Osbourne

Institute for the Scientific Treatment of Delinquency

The following course of lectures will be given at the Institute in the summer term as part of the University of London Extension Courses:

Six lectures on PREVENTING CRIME by Dr. HERMANN MANNHEIM weekly at 6-30 p.m. beginning Tuesday, 6th May; fee for the course 10/6, or single tickets 2/-.

Early application should be made to the General Secretary, I.S.T.D., 8 Bourdon Street, Davies Street, W.1 (MAY 0632-3).

Travelling Scholarships for Teachers

Walter Hines Page Travelling Scholarships to enable teachers to visit the United States of America for four to eight weeks during 1947, with full hospitality provided, have been awarded by the English-Speaking Union to the following successful candidates:

The Senior Page Scholarship offered by the English-Speaking Union to Miss Mary R. Price, Senior History Lecturer and Deputy Vice-Principal, Exhall Emergency Training College, Coventry (seconded from Clifton High School for Girls, Bristol); the scholarship offered by the Association of Assistant Mistresses to Miss Frances M. Stevens, Senior English Lecturer, Exhall Emergency Training College (seconded from King Edward's High School for Girls, Birmingham); by the Association of Teachers of Domestic Subjects to Miss Annie A. Oliver, Rutherford High School and Kenton Lodge Training College, Newcastle-on-Tyne; by the National Union of Teachers to Mr. Roland Cartwright, Headmaster of Hounslow Heath Secondary Modern School, Hounslow, Middlesex; by the Incorporated Association of Preparatory Schools to Mr. R. W. Robertson-Glasgow, Headmaster, St. Andrew's School, Pangbourne; by the Incorporated Association of Assistant Masters to Mr. Alan P. Graham, Head of Biology Department, and Housemaster, King Edward VII School, Sheffield; by the Association of Headmistresses of Recognised Independent Schools to Miss M. S. Johnson, Headmistress, East Anglian School for Girls, Bury St. Edmunds. In addition, Mr. F. W. Beal, Headmaster, County Secondary School, Woking, has been permitted to take up this year the National Union of Teachers Page Scholarship awarded to him in 1940, but of which he was unable to avail himself at that time owing to war conditions.

A New Decroly School

Mademoiselle Hamaïde is opening an annexe of the Ecole Nouvelle in a

charming house with a large garden, where there will be room for a hundred pupils. The address is 20-22 Avenue Brugmann, Saint-Gilles, Brussels, and the new school will start this summer term.

Saint Joan by George Bernard Shaw Performed by the Mercers School,

Too often one particular actor can well-nigh ruin our enjoyment of a play. This Sybil Thorndike's Joan has always done for me—with her mannerisms and forced attempts to capture the youthful and uncorrupt Joan of the first three scenes! I am grateful, therefore, to the Mercers School's production of *Saint Joan* for taking away a flavour that has pervaded this best of all Shaw's plays.

Edward Argent's Joan did capture the quality of a young and 'inspired' girl who, because of her belief in and acceptance of, her 'voices from God', overcame every obstacle standing between her and her mission to save France from the 'goddams'. The acting was refreshingly free from a superimposed personality on a play's character.

Many of the smaller but some of Shaw's most imaginative moments came over well—the scene on the banks of the Loire and the calling up of the West Wind, and the Page's excitement in the kingfisher. Only the understanding born out of experience and maturity were missing, but, for example, Peter Nailor's Earl of Warwick did convey that mixture of ruthlessness and almost diabolical cleverness in the scene with the Bishop of Beauvais. Understandably, the dramatic sweep and tension of the Trial Scene tended to evade these youthful performers.

The Mercers School are lucky to have a producer of the quality of Vernon Rosetti. The lighting alone was indifferent and out of harmony with the high quality of the performance.

Edgar Myers

Ling Physical Education Conference

Impressions of the Ling Physical Education Association's Easter Conference are of two kinds. First, there are recollections of the friendliness and vitality of those present (have gymnasts a liveliness all their own?), of the sunny rooms and pleasant curtains of Chelsea Polytechnic, and of the delicious meals in the Canteen. Secondly, is the almost overwhelming realization of the magnitude of the whole field of Physical Education and of the tremendous range of knowledge which its teachers must acquire in the course of their training. I was reminded of the unavailing struggles of those teachers to get their training recognized as a Graduate Equivalent in the days of the old Burnham Secondary Report; the discussions at this Conference illustrate the justice of the Burnham Committee's recent decision that the qualifications of a fully-trained teacher of Physical Education are equal to a degree.

On the first day there was a masterly lecture on 'The Contribution of Physical Education to the Education of the Whole Man' by Mr. M. L. Jacks, Director of Oxford University Department of Education. He has the same gift for neat summary and pleasing definition as his father, who called us all 'physical illiterates'. Physical Education, he said, should 'so realize to the full the potentialities of the body that it makes the maximum contribution to the development of the whole personality . . . Our aim in educating the whole man is the education of his body so that it may be fit to house and express an educated mind, the education of his mind so that it may be fit to use an educated body; and the education of both to fit them for co-operation in the creation of beauty and in all skilful pursuits.' In the classroom true education is not merely training, instruction, exercises or 'mental jerks', and in Physical Education it is not enough to give physical training, physical instruction, physical exercises or 'physical jerks'. These are all parts of education, but none are education in themselves.

Mr. Jacks defined the teacher's task as 'first to discover what are the potentialities, whether of body or mind, in each child and then to develop them to their fullest capacity'. In this task, whatever his subject, the teacher must study and concentrate on each individual child, especially the weakling—'the weakling is the most important member of a class'—and he must avoid a rigid and stereotyped

*The World's
Greatest Bookshop*
FOYLES
* * FOR BOOKS * *
*New and secondhand
Books on every
subject.*
We BUY Books, too!
119-125 CHARING CROSS RD
LONDON WC2
GERRARD 5660 (16 lines)
Open 9-6 (inc Sat)

Recent and Forthcoming Books

**PRACTICAL HANDBOOK OF PSYCHIATRY
FOR STUDENTS AND NURSES**By **Louis Minski, M.D., F.R.C.P., D.P.M.**

The essentials of the subject for students and nurses, concisely presented and based on the author's lectures at Maudsley Hospital. 128 pages. 6s. net.

GLANDS OF DESTINY (3rd edition)By **Ivo Geikie-Cobb, M.D.**

An account of the endocrine glands and the role they play in forming character and personality. 272 pages. 23 plates. 15s. net.

SELF : A Study in Ethics and EndocrinologyBy **Michael Dillon.**'A plea for the understanding of self, not only of oneself, but of other selves, for only thus can there be any advance in charity, in civilization, and in a true ethic.'—*British Medical Journal*. 128 pages. 6s. net.**HERMAPHRODITOS : The Human Intersex**By **A. P. Cawadias, O.B.E., M.D., F.R.C.P.**'A most readable book . . . highly recommended'.—*Eugenics Review*. 80 pages. Illustrated. 15s. net.**ARTIFICIAL HUMAN INSEMINATION****Public Morality Council.**

The Report of a Conference discussing all aspects of the subject—religious, moral, legal, medical and social. 84 pages. 3s. 6d. net.

SEX IN RELATION TO SOCIETYBy **Havelock Ellis.**'A book which cannot be too highly recommended to those who would understand the place of sex in the complex of social activities'.—*Eugenics Review*. 415 pages. 21s. net.**A GUIDE FOR THE TUBERCULOUS
PATIENT (2nd edition)**By **G. S. Erwin, M.D.**

All aspects of the tuberculosis problem discussed in terms compatible with the lay mind. 3s. 6d. net.

THE ART OF HEALINGBy **Bernard Aschner, M.D.**

The originator of Constitutional Therapy, a new system of medicine, presents the results of his experiments and experiences. 312 pages. 12s. 6d. net.

WM HEINEMANN MEDICAL BOOKS LTD 99 GREAT RUSSELL ST LONDON WC1

framework which cannot be adapted to individual needs. Too many children are expected to do more in their gymnastics lessons than they are capable of and so suffer from a sense of inferiority which may affect their whole lives.

We had been reminded by the Chairman, Miss Maclaren, Principal of Dartford Physical Training College, of Mr. Jacks' successful work when he was Headmaster of Mill Hill School in raising the status of Physical Education by the establishment of a Department of Physical Education on a par with other Departments of the school curriculum, so we were not surprised to hear him press for more such departments, and for less specialization by the teacher of Physical Education with a consequent rise in his status—a practice, however, which some of his hearers feared might have rather the opposite effect.

With these ideals set before us, we turned on the following days to those physiological and anatomical aspects which are essential to the true education of the body. Professor Winifred Cullis (who told us she was 70, otherwise we would never have believed it!) gave a lively but highly technical lecture on 'Exercise and the Correlation of Bodily Functions'—a brilliant exposition of the marvellous inter-play and synchronization of every part of the human body in movement—and

Miss C. M. Littlewood, Joint Principal of the Physiotherapy School of the Royal Cripples Hospital, Birmingham, spoke on 'Some Anatomical Factors applied to Movement'. I was glad to hear her press for greater concentration on foot work in school and say that if more attention were paid to children's feet there would be less need for later remedial work. I am always surprised that shoes are worn so much in physical work. That they can be dispensed with, even for apparatus work, was never better demonstrated than in the extraordinarily light and graceful work of Mme Carlquist's team from Sweden whom the Ling Association brought over last autumn. At a few of the demonstrations at the Ling Association's Christmas and Easter Conferences the children were bare-footed, but they were far too few and were mostly from infants' schools. I am sure that the ideals of the freer and more rhythmic work that is rapidly replacing the old methods cannot be fully realized unless the feet are absolutely free.

Finally came a demonstration of a typical first-year gymnastics lesson at St. Martin's High School for Girls, London, where the two gymnasts, working closely with the school doctor, take a wide and serious view of their tremendous responsibilities to the children. Here the emphasis throughout is on health education and character

training as well as the training of the body, and a real attempt is made to see every child as an individual in a school of over 500 pupils. Some interesting points in this lesson were:

- (1) Individual inspection before the lesson to encourage personal tidiness and to give opportunity for dealing with individual queries;
- (2) Individual practice of exercises previously written on the black-board;
- (3) Foot work in bare feet for part of each lesson;
- (4) A talk on general health at the end of each lesson.

By these means the school aims to establish high standards of personal health and a sense of confidence in the gymnast so that the children feel free to consult her about their own health problems and ask her questions about sex.

Everyone present recognized the value of these methods in health and character training; the children worked very well and their posture was excellent. The whole demonstration was a perfect illustration of the application of technical principles to a wide view of the subject and to the ideals put forward by Mr. Jacks. When I contrast this work with school gymnastics of even ten years ago, I feel very old, very envious of the modern child, but very sanguine about the future!

F. Peett

Youth's Exchange of Stamps

In my profession as a teacher and as the leader of a reading room for school children in the parish of Gentofte, Denmark, I have had opportunities to watch how interesting and instructive it can be for children and young people to collect stamps from foreign countries. In order to enable children to get hold of Swedish stamps easily, I established a collective exchange with the school children in Stockholm. This seems to be to the delight of each side. Then I went on and established 'The Youth's Exchange of Stamps', which has worked to a great extent between Denmark, Finland, Norway and Sweden.

The method is as follows: the young people who wish to take part in the exchange procure a (larger or lesser) number of stamps. The stamps must be 'washed' and undamaged, and preferably as many different as possible. They are to be sent in an envelope with name and address to the 'Youth's Exchange of Stamps' (Ungdommens Frimmaerkebytte), Kirsten Piils Vej 16, Charlottenlund, Denmark. Here the stamps are exchanged with stamps from the demanded country or countries according to the number and

value of them. For the sake of the postage it will be the best thing to send all the envelopes from a class or a school in a single envelope or parcel. In some countries the permission of the authorities must first be obtained before exchange of stamps with foreign countries can be arranged. 'The Youth's Exchange of Stamps' is intended for beginners.

If schools in other countries would like to join the scheme, will they write to the address above-mentioned please.

P. Rønn Christensen

LETTER TO THE EDITOR

*The Editor,
The New Era.*

DEAR MADAM,

Some time ago you published an article on the relationship between parent and teacher, which I found most helpful.

Judging from the Press and from some public meetings, parents to-day come in for all the kicks, and the school for the ha'pence. The bad parent is taken as a sample again and again—the good parents are mostly ignored. Personally I long for a sickly sentimental story of Mother

Love to be reported in the newspapers, to set off the many cases of parental cruelty and neglect! School meals and nursery schools come in for almost universal praise. You would think no mother had any knowledge of food values or was capable of providing a happy stable background for her children.

Unfortunately I find that this praising of the school at the expense of the home is developing in me an antagonism against the teaching profession as a whole. I wonder if other parents feel the same? I feel the need for seeing the parent's point of view expressed; preferably by parents who are eminent in the teaching profession and the field of education generally. We are not separate species.

Yours truly,
Sheila Gibbs

Worcester Cottage,
Llangyndir,
Breconshire.

NEW ERA INDEX

The Index to Volume 27 is now available and can be obtained from 1 Park Crescent, London, W.1., price 6d.

Directory of Schools

KENBURY HOUSE EXMINSTER, DEVON

Kennford 356

Francis and Esther Kitto welcome children with or without their parents for long or short visits.

The group of children is limited to twenty, aged from birth to nine years, and we are ready to take part or entire charge.

Lessons are provided during term time for those over four on the voluntary basis. Special attention is given to diet on Food Reform lines.

The garden is large and safe, and the children can roam freely; there are the minimum of "don'ts," and we aim to give parents the much-needed rest so many of them have earned in the past years.

Details from Francis Kitto, M.A.,
at the above address.

ABBOTSHOLME SCHOOL

DERBYSHIRE.

For boys of 11 to 18, with
a Junior School Section
for boys of 8 to 11.

Entry by interview and waiting list,
or by scholarship and entrance tests
held normally in May.

Fees: £132—£186 per annum.

The post office is in Staffordshire, across the County boundary. Correspondence, therefore, should be addressed to the Headmaster, Abbotsholme, Rocester, Uttoxeter, Staffordshire.

Chairman of Council:
FRANK SMITH, M.A., Ph.D.

Headmaster:
C. ARTHUR HUMPHREY, M.A.
(OXON.)

PENDRAGON HALL

A co-educational boarding and day school for children between 5 and 14 years of age. Original curriculum designed to foster individual growth and social responsibility.

Also TRAINING SCHOOL FOR MARGARET MORRIS MOVEMENT (Southern Centre)

The new Theatre is being built and there are vacancies for students (aged 14 or over) who wish to make a career of Margaret Morris Movement in its teaching, medical or stage aspects. Dennis March, B.A. Sylvia March, L.R.A.M. Claire Cassidy, M.M.M.

59 Bath Road, Reading, Berks.

FRENSHAM HEIGHTS
FARNHAM SURREY

Headmaster : PAUL ROBERTS, M.A.

Frensham Heights is a co-educational school containing at present 140 boarders and 45 day pupils equally divided as to sex and equally distributed in age from 7 to 18.

The school stands in a high position in 170 acres of ground and is exceptionally fortunate in its accommodation and equipment.

Fees : £180 per annum inclusive

About three scholarships are offered annually

For particulars apply Headmaster

BADMINTON SCHOOL

Westbury-on-Trym

:: BRISTOL. ::

Junior School 6 to 11 years

Senior School 12 to 19 years

The School is situated in large grounds and within easy reach of Bristol, so the older girls are able to enjoy many of the advantages provided by a University City. A high standard of scholarship is maintained and at the same time an interest in creative work is developed by the practical and theoretical study of Art and Music. There are weekly discussions on World Affairs and more intensive work on Social and International problems is done by means of voluntary Study Circles.

Apply to The Secretary.

DARTINGTON HALL
TOTNES DEVON

Headmaster : W. B. CURRY, M.A., B.Sc.

A co-educational boarding school for boys and girls from 2-18 in the centre of a 2,000 acre estate engaged in the scientific development of rural industries. The school gives to Arts and Crafts, Dance, Drama and Music the special attention customary in progressive schools, and combines a modern outlook which is non-sectarian and international with a free and informal atmosphere. It aims to establish the high intellectual and academic standards of the best traditional schools, and the staff therefore includes a proportion of highly qualified scholars actively engaged in research as well as in teaching. With the help of an endowment fund it is planning and erecting up-to-date buildings and equipment.

Fees : £120-£160 per annum.

A limited number of scholarships are available, and further information about these may be obtained from the Headmaster.

ST. MARY'S
TOWN & COUNTRY SCHOOL

TOWN DAY SCHOOL :

38 Eton Avenue, London, N.W.3

PRIMROSE 4306

COUNTRY BOARDING SCHOOL:
Stanford Park, near Rugby

Telephone : SWINFORD 50

150 acres of parkland with river and lake
SWIMMING, BOATING AND RIDING

Possibility of Interchange between the two schools, realistic approach to progressive education, special methods in Language and Arts, sound academic work. Co-ed. 5-18

Principals :

Henry Paul, M.A. & Elizabeth Paul, Ph.D.

MONKTON WYLD SCHOOL, nr. CHARMOUTH, DORSET

Principals : CARL AND ELEANOR URBAN.

Practical and cultural education for boys and girls (8-18). School life and curriculum planned to help children to develop into co-operative and constructive citizens. School farm ensures healthy diet. T.T. cows.

Fees : £135.

BEDALES SCHOOL

PETERSFIELD HANTS (Founded 1893)

A Co-educational Boarding School for boys and girls from 11½–18. Separate Junior School for those from 5–11. Inspected by the Ministry of Education. Country estate of 150 acres. Home Farm. Education is on modern lines and aims at securing the fullest individual development in, and through, the community.

Headmaster : **H. B. JACKS, M.A. (Oxon.)**

WENNINGTON SCHOOL

WETHERBY.

Founded 1940. Boys and Girls, 8–18.

A new type of Boarding School, well-organised and efficient without losing the family quality of life. Wholesome vigorous community providing a training in disciplined co-operation and practical social responsibility. Well balanced curriculum. Graduate teachers.

KENNETH C. BARNES, B.Sc.

ST. CHRISTOPHER SCHOOL LETCHEWORTH

is an educational community of some 375 boys, girls and adults. The five school houses provide living and teaching accommodation for children from 6 to 18. It is situated on the edge of the Garden City, amidst rural surroundings and beautiful gardens. There is now a considerable waiting list, and early application is desirable for possible vacancies in 1950.

Schools for boys and girls
from 3½ to 14 years

LITTLE FELCOURT

and

FELCOURT SCHOOLS,

EAST GRINSTEAD, SUSSEX,

are founded on the Montessori Idea and aim to create the happy free atmosphere of a real home.

Particulars from the Principal

ELMTREES, GREAT MISSENDEN, BUCKS.

(Boarding and Day School for Boys and Girls 5 to 12 years)
and LITTLE ELMTREES (for the under-fives).

Progressive education combined with a happy home life in an atmosphere of freedom. Art, Music, Drama and Dancing under specialist teachers are part of the school curriculum.

The school is situated on the fringe of the little village of Great Missenden, within five minutes walk of the station, with frequent train service to Baker Street and Marylebone.

The houses (adjoining properties) are chiefly Georgian in character, and the grounds of nearly 10 acres open on to the wooded slopes of the Chiltern Hills.

FEES : £135 per annum. Under-fives £120 per annum.
Entire Charge (holidays included) £160-£180 per annum.
Principal - Miss **M. K. WILSON**. Tel. : Gt. Missenden 407.

THE GARDEN SCHOOL

Wycombe Court, Lane End

Nr. High Wycombe

Boarding School for girls (4-18). Estate of 60 acres in the Chiltern Hills. Sound academic work, with consideration for individual needs. Large staff of graduates. Vegetarian and ordinary diet. Open-air swimming pool.

FEES : £130 to £175 per annum.

Principal : Mrs. **M. A. ORMROD, B.A.**

HURTWOOD SCHOOL

Peaslake

Nr. Guildford

Co-educational from 3 years.

Modern building equipped for children in beautiful and healthy surroundings. The school aims at a high standard of scholarship in addition to health and happiness.

It wishes to attain a constructively progressive outlook without reaction, and believes that this can be done where tolerance is based upon sound knowledge and understanding.

Full particulars from the Principal :
JANET JEWSON, M.A., N.F.U.

Wychwood School, Oxford

RECOGNIZED BY MINISTRY OF EDUCATION

Maximum of 80 girls (half day pupils) aged 10-18. Small classes, large graduate staff. Education in widest sense under unusually happy and free conditions. Exceptional health record. Elder girls when not entering universities can either specialize in Drawing, Design, Languages, Music, Handcraft, or take year's training at Wychlea (Domestic Science House). Playing fields, bathing pool.

Principal : Miss **MARGARET LEE, M.A., (Oxon.)**
Late University Tutor in English.
Vice-Principal : Miss **E. M. SNODGRASS, B.A. (Oxon.)**

PINEWOOD, AMWELLBURY, HERTS.

Home school for boys and girls 4 to 14, where diet, environment, psychology and teaching methods maintain health and happiness.

Elizabeth Strachan.

Ware 52

BEVERLEY SCHOOL

WOLFELEE, NR. HAWICK.

Progressive Co-Education. Boys and Girls from 3 years old. Healthy happy environment.

Special attention given to diet.

Entire charge and holiday arrangements made when necessary for children whose parents are abroad.

Telephone : Bonchester Bridge 2.

THE BELTANE SCHOOL

Shaw Hill, Melksham, Wilts. Boys and girls from five to eighteen.
Good academic standards.

LAGGAN

(formerly Hall Manor, Peebles)

Co-educational. Individual. International

Glorious West Coast country between the sea and the hills. 93 acre estate. All-round education for good citizenship.

Improved amenities permit new enrolments.

Write Secretary:

LAGGAN HOUSE, BALLANTRAE,
SOUTH Ayrshire, SCOTLAND

LONG DENE

CHIDDINGSTONE, EDENBRIDGE,
KENT

Directors:

J. C. GUINNESS, B.A., KARIS GUINNESS, R. G. H. JOB, B.Sc.

A group of a hundred children of all ages and forty adults, creatively concerned with education, agriculture and the arts.

PROSPECTUS FROM THE SECRETARY

OAKLEA

BUCKHURST HILL, ESSEX.

Recognized by Ministry of Education.

Girls to 18. Centre for Oxford Examinations.
P.N.E.U. programmes followed.

Acting Principal: MISS BEATRICE L. SEARL.

Edgewood, Greenwich, Connecticut.

A Boarding and Day School for Boys and Girls from Kindergarten to College. Twenty-acre campus, athletic field, skating, ski-ing, tennis and all outdoor sports. Teachers' Training Course. Illustrated Catalogue describes activities and progressive aim.

E. E. LANGLEY, Principal 201 Rockridge.

ST. CATHERINE'S SCHOOL, Knole Park, Almondsbury, near Bristol.

Co-Educational Boarding. All Ages.

400 feet up, looking on to Channel and Welsh Mountains.
Food Reform Diet.

Open-air Swimming Pool. Music. Art.

35 guineas per term.

Ralph Cooper, M.A., and Joyce Cooper.

MOORLAND SCHOOL CLITHEROE, LANCs.

Co-educational 3-12 years. Tel. Clitheroe 8.

The children lead vital, constructive lives, doing work of high standard in a happy natural atmosphere. Food reform and meat diets. Nature cure methods. Out-of-door activities.

Co-principals: Miss D. E. King, L.L.A., and Miss A. E. Crane.

MOIRA HOUSE SCHOOL EASTBOURNE. Telephone 210.

Recognized by the Ministry of Education.

Boarding School for Girls from 6 to 18

Principals: Miss GERTRUDE A. INGHAM.
Miss MONA SWANN.

Vice-Principal: Miss EDITH TIZZARD, B.A., Hons. Lond.

BUNCE COURT SCHOOL, Otterden, Faversham, Kent. Co-educational, progressive, recognised M. of E. Prep. for School Cert. Artistic and practical activities. Healthy food from own garden. Enquiries to: Anna Essinger, M.A., Principal.

ST. CHRISTOPHER'S SCHOOL, Belsize Lane, Hampstead, N.W.3, has now re-opened (Boys and Girls). Head Mistress: Miss V. H. Wright. The Boarding School (Girls only) is still with Glendower School at Sydenham, Lewdon, Devon.

PINEHURST, Goudhurst. On the beautiful Kentish Weald. Progressive School. Co-educational 3-12 years. Sound education. Crafts. Riding. Food Reform Diet. Sun and Air Bathing. Excellent health record. Miss M. B. Reid, Principal.

THE FROEBEL SCHOOL, DATCHET, BUCKS. School of 40 children run on Activity Methods with support of Parents Group. Small group of weekly Boarders 5-6 years of age. Week-end escort to and from Waterloo, Miss Throndsen, N.F.U., Miss Underwood, N.F.U.

GREAT SARRATT HALL, SARRATT, HERTS. Nursery and Preparatory Boarding School for children from birth to 10 years. Parents and school work in close co-operation. Group limited to twelve children. Qualified resident and visiting teachers. Principal: Gladys Raymond.

THE COURT HOUSE, PAINSWICK, GLOUCESTERSHIRE. Preparatory Boarding and Day School, boys 4 to 9 years, girls 4 to 12 years. The school aims to give a wide education on modern lines. Agnes Hunt, N.F.U., Evelyn Walters, N.F.U.

STANWAY SCHOOL, DORKING. Home and Day co-educational Preparatory School to 14 years. Nursery Class. Specially designed building on high ground. Education as an atmosphere, a discipline, and a life.

HIGH MARCH, BEACONSFIELD, BUCKS. A Progressive Preparatory School for girls from 5 to 13. The school aims at giving a sound education with special emphasis on art, music, and creative activities. Miss F. H. Perkins and Miss E. B. Warr.

THE MOUNT SCHOOL, MILL HILL, N.W.7. Large qualified staff, small classes, centre for Oxford Higher and School certificate Examinations. 30 boarders, 90 day boarders, 5-18.—Mary Macgregor, B.A. (Lond.), Camb. Teachers' Diploma.

SUBSCRIPTION FORM

THE NEW ERA, 1 PARK CRESCENT, LONDON, W.1

I enclose 12s. (or \$2.50) being subscription for One Year from.....

NAME

(Block letters. Please state whether Mr., Mrs., or Miss)

ADDRESS

Directory of Training Centres

SPEAKING AND WRITING lessons (correspondence or visit), 5s., classes 1s. 6d. Special help to young people, foreigners, stammerers, etc., and to anyone finding difficulty in reading, writing, or speaking. Miss Dorothy Matthews, B.A., 32 Primrose Hill Road, London, N.W.3. PRImrose 5686.

THE CHARLOTTE MASON METHOD (P.N.E.U.). For the education of children (ages $4\frac{1}{2}$ to 18) at home or in schools (including overseas). Apply Director, Parents' Union School, Ambleside.

THE DAVIDSON CLINIC, EDINBURGH. **THE GROWTH OF PERSONALITY.** A Summer School will be held under the Auspices of the Davidson Clinic from July 31st to August 7th inclusive. *Speakers*: Dr. Winnifred Rushforth, Dr. W. P. Kraemer, and the Staff of the Clinic, with Dr. Michael Fordham, London, as guest Lecturer. Applications should be sent before June 30th, 1947, to the Secretary, 26 Chalmers Street, Edinburgh, 3, from whom full programmes can be obtained.

POSTS VACANT AND WANTED, etc.

EAST SUFFOLK (including excepted district of Lowestoft), **WEST SUFFOLK** and **IPSWICH EDUCATION COMMITTEES.** Applications are invited for the following appointments in connection with the Joint Scheme for the establishment of a Child Guidance Clinic in Ipswich:—(i) *Four* Psychiatric Social Workers. Candidates should possess a Diploma in Social Science and/or Mental Health Certificate, but students whose training will be completed in the near future will be considered. The salary will be £370 x £20 to £530 and training and experience will be taken into consideration in determining the commencing salary. (ii) *One* Psychiatric Social Worker to act as Play Therapist. In addition to the qualifications mentioned in (i) above, candidates must have had training in, and experience of, Play Therapy. The salary will be within the scale offered for Psychiatric Social Workers (£370 x £20 to £530), the commencing salary to be adjusted according to special experience. The above appointments are subject to the provisions of the Local Government Superannuation Act, 1937, and to the passing of a medical examination. Canvassing will disqualify. There are no forms of application, but candidates must state age, experience, qualifications and any other relevant details. Copies of not more than three recent testimonials must be supplied. Applications must be received by me not later than Friday, May 16th, 1947, J. T. Hill, Chief Education Officer, Education Department, 17 Tower Street, Ipswich.

FRENCH STUDENT seeks post for September as part-time assistant teacher. Mlle Claudie Fetscherin, Villa St. Henri, Bd. du Midi, Cannes, A.M.

FOR SALE. Co-educational Preparatory Day and Boarding School (70 children). Modern, well-equipped building. Waiting List. Progressive outlook. Write Box No. 694, Reynells', 44 Chancery Lane, London, W.C.2.

POLISH LADY, Piano Teacher (diploma) requires accommodation London. Will give piano lessons in return. Box No. 335.

SHERWOOD (Co - educational Community) **SCHOOL, EPSOM, REQUIRES** in September Master to teach Mathematics and Science (including Biology). Apply Sherwood School, Worple Road, Epsom, Surrey.

JOSÉ SINGLETON, RHYTHMIC AND CREATIVE MOVEMENT—MODERN DANCE. Schools visited. Classes and Private lessons for Children and Adults. The Studio, 27 Linden Gardens, London, W.2.

WANTED in Doctor's family, Cornwall—Nursery Governess for backward child of six (active, lovable, with definite intelligence). Details and applications to Box No. 336.

EDUCATIONAL SOCIETY urgently seeks office accommodation in Bloomsbury area; two good-sized rooms essential. Box No. 337.

YOUNG MAN, 23, ex-R.N.V.R. Lieutenant, desires resident post in Preparatory School near London for next term only. Music (piano, organ, singing), games, athletics, etc. Pocket money only. Box No. 338.

PENDRAGON HALL, READING—WANTED in September, for this co-educational school, a man or woman to be responsible for Art and English. An interesting job for anyone with imagination and initiative. Apply to the Headmaster.

SLADNOR PARK SCHOOL, Maidencombe, Newton Abbot, Devon, now open for problem children. Prospectus from Tom and Alice Moon.

PRINTING (250 letter-heads and envelopes, £1 1s), **TYPEWRITING, DUPLICATING.** Greeting Cards, Calendars, Catalogues, Periodicals. Freshfield, 15 Triangle, Clevedon, Somerset.

THE GRANGE, Stevenage, Herts. Leader for Children's leisure-time required; picnicking, camping, Youth Hostelling. Resident. Apply Matron.

THE NEW ERA

UNIVERSITY OF LONDON INSTITUTE OF EDUCATION

NOT TO BE REMOVED FROM THE LIBRARY

EDUCATION FOR PEACE—SOME BRITISH VIEWS AND PRACTICES

INTERNATIONAL UNDERSTANDING

J. A. LAUWERYS, *University of London Institute of Education, Deputy Chairman, New Education Fellowship.*

THE problem of organizing human affairs so that wars may be avoided must be solved within a generation or civilization will end. The results of harnessing scientific research to the business of killing and destroying have proved so horrifying that everyone sees this plainly. There is, however, comparatively little agreement about the exact kind of organization needed or about the precise means to be used for establishing it.

Broadly speaking, two different aims, only superficially alike, are being pursued. The first may be called the 'cosmopolitan' or 'supra-national' one; the second, the 'inter-national' one. A cosmopolitan solution would involve setting up very quickly a world-government, sole wielder of armed force, able to impose its will and its decisions, chief world-planning authority, ultimate court of appeal. The Members of this World-Government and its executive officers would have to be free of all national allegiance and charged with the duty of considering only the general welfare of mankind. Merely to state such conditions is to make plain the immense difficulties to be overcome.

The second, the inter-national, solution recognizes the *de facto* existence of nations, in their twentieth-century form, and takes into account the problem of power. This international solution is the one to which, for better or for worse, the world has been committed since Yalta. It involves

endeavouring to discover modes of non-aggressive co-operation between independent and, in some sense, sovereign states through appropriate mechanisms like the United Nations. It implies recognizing that all nations have a right to the respect of others and to a greater or smaller degree of independence. It means that we shall have to rely chiefly on reason, persuasion, compromise, since force will not as a rule be available as final arbiter.

It is well to realize that the temporary acceptance of international co-operation as an immediate aim does not of necessity involve abandoning cosmopolitanism as a final goal. The only way of reaching World-Government may be along the international road. The only way of transforming the political situation sufficiently to permit the establishment of the

Parliament of Man may be by learning to work together through the existing national machinery. In any case, the time is not ripe for proposing the abrogation of national sovereignties or the vesting of ultimate power in non-existing authorities. The stream of nationalist feeling runs too strong to be dammed; it can at most be diverted so that its power may be canalized and its potential destructiveness neutralized.

It was not always thus and it will not last. The first results of industrialization seem to be the arousing of fervid patriotism and the exacerbation of national pride. Peasants, deeply attached to their native soil and impregnated with the love of the region they know, are uprooted and flock to large towns. There, atomic nomads, lonely and isolated, they identify themselves with the largest actively functioning political unit they know: the nation-state. In its greatness, in its strength, they find consolation for their own littleness and weakness. But later, as emotional security grows once more and as they adapt themselves to their new environment, the fever passes. They are once again ready to accept the idea of the brotherhood of man, the notion that the resemblances between human beings matter more than the accidental differences. Then, the humanist ideals may once more flourish. Already, especially in the West, in the old-established nations, one can discern hopeful signs.

The problem of organizing the

CONTENTS

	Page
INTERNATIONAL UNDERSTANDING—J. A. Lauwerys	131
A PARENT REFLECTS—Dora Russell ...	133
AN EXCHANGE OF WORK WITH THE U.S.A.—Q. R. A. Daniels	137
AN INCIDENTAL APPROACH IN THE PRIMARY SCHOOL—F. W. Parrott	139
LESS FORMAL SCHOOL ACTIVITIES Edith Newell	141
THE TEXTBOOK, THE TEACHER AND THE TASK—James Urquhart, M.A., Dip. Ed.	144
CIVILIZED VALUES?—Jane Darroch ...	147
UNESCO AND INTERNATIONAL UNDERSTANDING—Leonard S. Kenworthy	153
BODIES THAT WILL HELP	154
BOOK REVIEWS	157
LETTERS TO THE EDITOR	160

world for peace has a double aspect. First, institutions must be set up which will make international co-operation a reality. That is a task for statesmen. Secondly, human beings must become capable and desirous of making those institutions work. That is a task for educators. One great gain of the last twenty-five years is precisely that there is now general recognition of this two-fold nature of the problem. After the First World War, the League of Nations was established but proposals for an International Office of Education were turned down. After the Second World War, UNESCO was founded, albeit with insufficient resources, and was accepted as an essential organ of the United Nations. It is now for us to make it into a living and effectively-functioning instrument.

Before we can do this it will be necessary to make our minds clear regarding first steps to be taken and regarding what we may properly hope to achieve. Evidently, what we must try to do is to promote the development of human beings who, while being good citizens of their own nation, will want to co-operate with those of other nations; who will not wish to obtain advantages for themselves at the expense of others; who will have some understanding of how to help in running international organizations, and so on. How may this be achieved?

In the first place, evidently, we must do all we can to bring up men and women who will be relatively free from anxiety and fear. Everyone who helps to provide for children a happy, settled and loving environment is making a real, even if modest, contribution to the advance of civilization. Young people who feel no urge to be cruel to others or to themselves, to human beings or to animals; young people who can play together and work together with others, whatever their colour, their religion, their speech, or their sex, are likely to prove good citizens of the world. Alas, the right conditions are not always easy to provide and we ourselves often prove ignorant. We may not always know just what to do or to advise when faced by difficult cases. But we have a duty to do our best and we should realize that, in fact, psychologists have much to teach us regarding

the ways by which aggressive impulses may be effectively utilized within the framework of a peaceful society.

In the second place, we should remember that the educational systems within which we operate and the societies in which we live provide many occasions for fostering a somewhat exclusive patriotism. There are national songs and hymns, feast-days and flags, national heroes, patriotic poems, the teaching of history and literature, the allusions in the press and in books. On the other hand, few symbols exist to focus and crystallize loyalty to international organizations or to cosmopolitan ideals. It has now become a clear responsibility of teachers consciously to set themselves to the widening of horizons. No opportunity of stressing the world-basis of human culture and of science, of strengthening respect for human beings differing in colour of skin, in religion, in speech should be lost. All possible contacts should be developed. Travel abroad, under the right conditions; exchanges of pupils and teachers; international school correspondence should be encouraged. Particularly important, too, is the possible contribution of art—for the sharing of a true artistic experience goes beyond man-made barriers and lays the foundation for real respect. One long remembers the deep effect of singing together, in international groups, the songs of many countries. All this is useful, but it is only the first step: little more than the preparation of a seed bed. The problems of the modern world, problems which threaten to tear it apart, arise at a remote, institutional level. They are economic, ideological, political. They have to do with oil-fields and steel, with standards of living, with the price of labour in colonial territories, with national pride, strategic security and atomic bombs. They are obscure, frightening, difficult.

In the complex modern world the ordinary citizen has no opportunity of dealing directly with such problems. But in democratic societies he can see to it that the statesmen who will deal with them are chosen from those who pin their faith to reason and who do not believe in war and force as solvents. And he can and should express his own view that co-

operation and peace are right so strongly that public opinion, the sum-total of the views of many such democratic citizens, will serve to guide and to control the statesmen and force upon them the democratic and rational solutions which will serve to build up the defences of peace.

This means that we must provide in our schools the kind of teaching that will serve to train good democratic citizens, men and women with understanding of the machinery of government, national and international, to sustain a lively interest in political affairs and with sufficient independence of judgment not to be afraid of expressing the views they reach after studying, as well as they can, the questions under discussion. Good international citizens will clearly realize their own fellowship with all men: they will have learned to widen the boundaries of their own sympathies so they will see beyond their own city and nation. They will wish to see poverty and injustice removed everywhere just as the good citizens of any one country to-day wish to see them removed from every town and hamlet within their frontiers. They will be as prepared to make sacrifices for foreigners and for backward peoples as to-day we are prepared to make them for our own compatriots. For they will have learned the full meaning of the lesson taught of old that all men are brothers, members one of another.

Evidently, in the formation of such attitudes, religion can play a part far more important than it frequently does. All the great religions are, in essence, cosmopolitan, universal. They stress the likeness of men, their brotherhood and one-ness. They hold up for worship the image of a God who takes no account of race or nation but considers only what is inside the hearts and minds of men. Yet, all too often, this great liberating force, potentially elevating and ennobling, is degraded and betrayed by those who call themselves its defenders. It is used to chain the mind and to turn natural love to hate, for, taught in a sectarian and dogmatic manner, it sets up barriers and arouses evil passions so that the pages of history are blackened by an appalling record of cruelty and bigotry.

Even to-day, many countries are torn in two by a force that should unite, not divide.

There is here a great issue to which we should bend our minds. In what way can we best, in this present century, re-interpret universal religion so that it may once again set men on the upward path and unite them for the great task ahead? How can the deep intuitions which seem to bring us into contact with that which goes beyond ourselves and beyond the world be once again meaningfully expressed? If we fail in this, how shall we maintain that 'cosmic humility' which is needed if we are to find our way? For reason, science, and clear thinking are very necessary but, by themselves, they are not enough.

There is one last and perplexing point which it would be cowardly to evade even in the most cursory survey of what is involved in this question of the promotion of international understanding. Everyone knows that Russia has not yet become a member of UNESCO; that its Government does not encourage international co-operation in the cultural field; and that, like the schools of all large countries, not least those of

Britain and the U.S.A., the schools of the Soviet Union foster national pride and patriotism. Some teachers and educationists are afraid to weaken national patriotism in their children whilst the world is as it is.

It should, however, be noted, first, that at the centre of communist teaching there remains a kernel of internationalism which will certainly germinate and blossom as soon as conditions become more favourable—for instance, as soon as a true international spirit develops elsewhere and as peace grows more secure. Secondly, it should also be noted that nothing has been said in this article to belittle a non-aggressive patriotism, of a non-exclusive kind, respectful of the rights of other nations. No more has been suggested than this: that national patriotism is not enough, and that, in this twentieth century, it should become the firm foundation for an all-embracing world-patriotism. Thirdly, even if what is feared by some regarding developing tensions between the Soviet Union and U.S.A. should prove correct, other nations need not fear to encourage the development of international understanding through their schools.

By so doing, they will make war less likely and thereby benefit themselves as well as the world. Nor is there any reason to suppose that the U.S.S.R. would wish to stay out of a UNESCO which had demonstrated in action that it endeavoured to serve a truly international purpose, and not national or imperialist purposes masquerading in international or cosmopolitan guise.

The problems of achieving international co-operation quickly are numerous and difficult. It is worth stressing once again that we do not know how best to use our educational systems so as to promote the understanding which must precede and which would facilitate working together. The idea of using education for ends such as these is itself a new one and experience is lacking. We shall have to find ways of strengthening friendship and regard for other nations, and explore ways of developing willingness to co-operate with nations we suspect or even dislike. There is room here for the efforts of all, and especially for all those who are united in our Fellowship which, from the very first, has been dedicated to the high purpose of 'constructing the defences of peace in the minds of men'.

A Parent Reflects

Dora Russell

FEW parents in the 'civilized' world to-day can remain indifferent to the question of international understanding. Two generations of mothers have protested that they are weary of rearing their sons for slaughter; and, with the coming of total war, our daughters and even our small children live under the threat of destruction and terrible death. Our elder statesmen and political leaders cannot be unaware of the darkness that looms ahead if they are unable to create a lasting peace. Yet they seem incapable of shaping policies either in the educational or political sphere which will bring about the peaceful and creative world for which all of us long with a passion that is tinged with despair.

Yet the last thing that we can afford to do is to despair. On the contrary, we must, both individually and collectively, try to discover what we can do to help. Looking

back over my own childhood, the rearing of my children, and my educational experience, I feel that there may be some useful things that I can say.

There are some people who genuinely find it difficult to adopt a narrow national outlook. Such people are not exceptional as regards intellectual or emotional endowment; they are to be found in all classes and all trades and professions. It is worth enquiring what there may have been in their upbringing or education that enlarged their horizon and sympathy. Often one finds that the influence has begun very early in life from impressions received, or from the attitude of the parents. One of my own earliest recollections, from the age of between three and four years, is of a dark curly-haired little French boy whose parents lived near by, and with whom I formed an *entente cordiale*, not

always to the pleasure of our playmates in the Kindergarten. I remember also that I used to play with all the neighbouring children, irrespective of their parents' income or social status. Certainly not all small children meet foreign children at an early age, but they can be permitted, by sensible parents, to follow out their natural impulse to treat all boys and girls as their brothers and sisters. This is the first step towards universal brotherhood. I appreciate the difficulties which parents may have from time to time, over the associations that their children form, but they will find that, in the long run, the wider they make their welcome, the better it will be for their children. And if they have friends or neighbours from other countries, it is well to bring their children into these relationships even at a very tender age. Much can also be done by the choice of picture books and bed-time

Author of : 'The Right to be Happy' and
'In Defence of Children'.

Announcing—

Three Important Publications by

Q THE YOUNG CHILD AND HIS PARENTS

ZOË BENJAMIN, Lecturer in Child Study, Sydney University.

With a Foreword by Dr. Irene Sebire, M.B., B.Sc., D.P.M.

Here the author makes a compelling plea for parent education, in the belief that this provides the basis for intelligent child training. The problems of training for parenthood, child development, child habits, and sex education are dealt with, and practical advice is offered which, if heeded, will minimise or modify any disturbing factors which complicate the important and serious business of "growing-up". Now Ready, 6/- net

Q THE LAW AND THE CONSTITUTION

W. IVOR JENNINGS, M.A., LL.D., Reader of English Law in the University of London.

This book discusses the relations between government and law in the modern Constitution. In this new edition large parts have been rewritten and much new material added, so that it may be more useful to those interested in constitutional problems whether as students of history, political science, jurisprudence, or constitutional law, or otherwise. It has also been brought up to date in the light of recent legislation and judicial decisions.

Third Edition, New Impression. Now Ready, 8/- net

Q ESSENTIAL EDUCATION

W. R. NIBLETT, B.A., B.Litt., University College of Hull.

An up-to-date little book which presents in a clear and readable way the more profound problems of education as they present themselves to the more thoughtful teachers of to-day. It specially emphasises the need for laying more stress on educating the emotional and religious capacities of the pupils and less on educating their merely intellectual capacities.

Now Ready, 4/6 net

UNIVERSITY OF LONDON PRESS LTD

LITTLE PAUL'S HOUSE, WARWICK SQUARE, LONDON, E.C.4

stories. Glamour need not always be restricted to the world of fairies and princesses; it belongs also to the real world of far-off lands, and different little boys and girls, who none the less have fathers and mothers who take care of them. I wonder, for instance, in how many children Helen Bannerman's *Little Black Sambo* may have planted the seed of affection for people of a different colour? I for one, cherished that little book until it fell to pieces, and have since seen it so cherished by many other children.

The youngest of my brothers and sisters was little more than a year old when we took our first holiday abroad. I was barely eight. After that we went often, to France, Belgium, Holland, and later to Germany. We went to simple cheap places, and did not have the expensive holiday amusements that people are apt to find necessary in their own country. Some of my most precious memories still to-day are of village processions in which we all took part, of torch-light 'cortèges' when we proudly carried Japanese lanterns on sticks, with the Belgian village band playing, and everyone afterwards dancing to a barrel organ on the top of the high *digue* above the shore. I remember, too, throwing the quoits at Houp Là, trying to ring France or Russia, because, as the high-pitched voice of the fair-girl assured us 'La France et la Russie gagnent deux barres de nougat!' That was my first lesson in the Franco-Russian alliance that played so notable a part in the 1914 war.

I did not owe this part of my education to my school—which none the less gave me the background by admirable teaching of modern languages—but to the sacrifices and forethought of two very devoted parents. And this is why it seems worth while to give these personal reminiscences here.

Such family journeys cost money, one must admit, and may well be beyond the resources of the great majority. But with the levelling up of incomes that is taking place, and with the greater facilities that we may now have for collective organization, such holidays should come within the reach of all. For with young children I would stress the importance of the *family*, rather than the *school* holiday. Taking older children abroad in school parties, to see the sights, public

buildings, museums, or to attend conferences, is something different and has its own rightful place in education for understanding of other nations. But it is on a more intellectual and more purely educational level. To go abroad for fun, to taste the different food, to live as the people of the strange country live, and enjoy as they enjoy, this is an education that feeds the emotions and becomes almost part of the bones and blood. It should not be difficult to organize exchanges of this kind for whole families, and to form clubs to save up for such excursions. And what is equally important, we should make plans in our own holiday centres at home, to give the foreign family that visits our country the welcome and the pleasure that are accorded so freely to us.

A further reason for stressing the importance of the family holiday is that not only does it permit children to go abroad younger, but that it gives to all the children who go a greater sense of security. Psychologists to-day are well aware of the risks of moving children, even of primary school age, away from their parents into a completely strange environment. To promote international understanding, we want people to enjoy the things that are unfamiliar. We children were ready to try anything. But without some of our familiar adults we might not have been so cocksure.

THIS is all very well, the sceptical reader may feel. Many people have travelled in this way, but still wars happen and destroy all the goodwill that has been built up. And the pain is the greater because of that lost goodwill. Are not all attempts to create international understanding useless while human beings continue to be so full of aggression and love of power? Here, certainly, is the heart of the matter, and here again it is the parent and those who care for very small children who can build the surest foundations.

During the war I read a statement by a United States general who complained that the boys issuing from progressive schools in his country were no use for fighting. He concluded that their education had been at fault. Viscount Montgomery said something similar not long ago about the education of English boys to-day.

As an educator and parent, I found these expressions of military opinion, viewed from one angle, extremely encouraging, though from another, they are, of course, disquieting. It is not pleasant to think of military men, even in the pursuit of their duty, looking on education as a means of producing soldiers. But surely, in the fact that there is something in modern education that makes people less warlike, we have an answer to those who think that human nature cannot be changed in this respect?

Evidently we do know something of the methods required to render men and women more gentle and co-operative. Indeed, one of the objections that were made to my own educational work with young children was that my pupils, reared to friendship and co-operation, would find it difficult to adjust to the competitive society that they would later have to face. My answer always was, and still is, that this was one more reason for changing that society, not for abandoning our new-found educational techniques. To-day, when it is quite evident that our competitive societies are utterly self-destroying, perhaps there are more who will agree to try new ways.

We do know some of the reasons why people become unduly aggressive. We know that men and women try to revenge themselves on others because they have been unloved, thwarted, or bullied when they were small. We know that harsh parental authority, lack of parental understanding can set a child on the path towards delinquency and gangsterism. We know, too, that failure to teach children about the biological basis of their life, engendering in them a false puritanism by not letting them learn about sex and parenthood, may also give us citizens who are harsh and ungenerous in their attitude to their fellows.

Many parents and teachers of very young children are apt to think that psychology is too difficult, and must be a matter for the specialist. It is true that psychological nurture is a delicate matter, but so are other skilled pursuits, like the rearing of fine plants or animals, or dealing with intricate machinery or instruments. Why should we shirk the most important of all tasks, the nurture of civilized man? In any case, we who are

parents cannot shirk it, for we are caught up in the task by the very fact of parenthood.

We parents start with a being who is, as yet, barely conscious of fear or of hatred. We can give him the security of parental figures who spell love and safety, not wrath and anxiety. We need not put obstacles in the way of his eager welcome of the things and people he meets as he grows. We can learn, if we will study a little, how to keep him from danger without frightening him, how he may develop his own personality without over-riding others; we can ease his path towards the recognition of the rights of equals of his own age in other families and the nursery school.

This recognition of equals is very important: many parents, seeking to free their children from the overbearing parental discipline under which they themselves suffered, are apt to rear ruthless young tyrants. Another tendency of idealistic parents is to expect of the very young child an understanding of moral standards that belongs to a later stage of development. Once a so-called 'perfect' child was brought to my school. An only child of five, his behaviour in the family circle was highly civilized; he took care of his toys, put them away, was not dependent on adult help. He had learned that fighting was 'wrong' by the simple expedient of being told, when he saw children quarrelling in public parks, that he 'must *never* do that'. Any teacher or psychologist can imagine what occurred in such a child's first term at school.

In spite of difficulties, those of us who have been engaged, over a period of years, in the psychological care of children, whether in home or nursery school, do know at first hand of the importance and immense possibilities of this kind of work. We know also that, for lack of the will to peace in older and miseducated people, such work is not being done on a wide enough scale, nor, as yet, with sufficient basis in research and skill. But a beginning has been made; the great possibilities are there.

Much as one may admire other work with adolescents and students of university age in conferences and exchanges, or some of the projects for education through the new techniques of the cinema and the

radio, one cannot help feeling that all this comes rather late in the day. The young student may already have quite a prodigious bump of national self-satisfaction; he has to make a conscious intellectual adjustment in appreciating the foreigner's character or point of view; he may indeed go abroad for the purpose of reaffirming for himself and for others his personal and national cultural superiority. All this is totally different from real international understanding. Friendship for foreigners—in other words our fellow travellers on this planet—could be as spontaneous as walking and drawing breath. But this will not happen until more attention and care are given to the basis of all civilization, which lies in the emotional development of the very young child.

JULIAN HUXLEY wrote recently that science was at present the most universal of all branches of study, and that men of science all over the world should therefore have little difficulty in understanding each other. True, so far as the intellectual life of man is concerned. But is there a scientist in the world to-day who does not fear that the great pursuit of scientific knowledge, till now a potent force making for internationalism, may be imprisoned by these antiquated nationalisms which are a barrier to peace? What creates these nationalisms but the persistent miseducation and misdirection of human emotion?

More universal even than science is the fact of man's humanity. We all belong to one species whose common characteristics are more important than its variations in colour, creed and habits of life. This fact might be implicit in all our teaching of children even at a very early age. Surely we need no longer be afraid to recognize our biological nature, to teach our dependance on the physical world in which we live, the variations of man's mode of life due to climate, traditional custom, and stage of development? All must be born, eat, work; all must seek warmth and shelter, learn, invent; most must have children and nurture them. All will develop the emotional hunger appropriate to each of these activities. Suppose, instead of merely accepting these creative emotional hungers as academic definitions in

psychology, we were to shape human society so as to appease them on a universal scale? We would, before long, find ourselves relieved of the problem of appeasing the hungry seekers after power.

Adults who have a sense of this oneness and this creative basis of human life will be able to communicate it instinctively to their own children and the children whom they may teach. And this teaching may be pursued within a national culture without antagonism to it. It does not lead to a facile cosmopolitanism or the outlook of the *déraciné*. But it does provide the basis for the widening of sympathy, and prepares the way for living in a world community, just as a sound family education can prepare for the wider citizenship of a national society.

One final word: it is very common to speak of the national State in these days as if it were some kind of deity in relation to its citizens. It does not seem to me sufficient answer to keep repeating that the 'State is made for man' or that the 'State is no more than the individuals who compose it.' We are all responsible for this thing we call the national State; historically it takes its rise out of our need to protect ourselves against the enemy without and the criminal within. As such, the State is the projection of our own aggression and fear; we impart to it a very real character which may be evil. New conceptions of the duties of the State towards its citizens, such as public health, housing, food supply, are only of recent growth. Thus, although the State now has to assume parental functions, we have only just begun to project on to it a protective and even a motherly character. But I do begin to sense a development in this direction in some officials in food and fuel offices, welfare centres, and similar departments.

Sounder emotional education of the very young individual citizen, more honest intellectual education of the adolescent, will help to create a new emotional projection of the State. The national State will then become co-operative and creative and not the instrument of power and aggression. Thus the discrepancy between the immoral national State and the decent law-abiding individual within it may ultimately disappear.

An Exchange of Work with the U.S.A.

Q. R. A. Daniels

Now teaching at
Heath Street County Primary School, Dartford

DURING the war I was the teacher of the 'top' class at Iron Mill Lane Junior Mixed School, a modern building in the industrial district of Crayford, Kent. For evacuation purposes the school was in a neutral zone, but for the purposes of the German High Command it was in a target area. The head teacher was for 'the duration' only, having been transferred from a senior boys' school.

In the autumn of 1941 my own class consisted of 46 very unruly boys and girls, aged 10-11, with a large anti-social element. Many of them caused trouble both in and out of school. They came from homes where there was little culture or good parental control; most of the mothers were at home, and most of the fathers worked locally. Most of them were of average or low intelligence; they were retarded; their work and personal appearance was untidy, and they took little pride or interest in either; indeed, they had little interest in anything. During the previous year the class had been taught by a succession of six different teachers. Thus, because of air raids and change of staff, they had known little security and it is not surprising that this was a 'problem' class. I struggled with it for a month, while the rest of the teachers commiserated with me on my lot—though secretly rejoicing at their own good fortune.

At the same time I was looking for a means to get round another difficulty. As an experiment, the permanent head teacher had started a scheme whereby history and geography were taught as one subject, which I felt to be on sound lines of modern educational thought, but which had just been cast aside by the temporary head teacher for two separate syllabuses. Geography dealt with the British Isles, while history was a list of famous people and movements, such as Warwick, the King Maker and the Dissolution of the Monasteries. A suggestion made by the Board of Education at this time that schools should endeavour to present more knowledge of life in the U.S.A. gave me the clue to a method of solving both my problems.

I obtained the Head's consent to a scheme whereby my class exchanged work with a school in the U.S.A., whilst at the same time making a combined study of history and geography connected with it. As I had been an exchange teacher in Canada and had visited schools in the U.S.A., I was able to reopen connections there by writing to the Director of Education in Niagara Falls, New York State. We felt honoured to learn that he had arranged for us to exchange work with a class called the Informal Group at Fifth Street School, this being the best class in the city. I had visited it, so I could tell my class a lot about it. The Group consisted of 24-30 boys and girls aged 10-12, selected from the whole city because of their high intelligence (I.Q. 130+). Before going to the Junior High School they were given special opportunities in this class, where they did much individual work.

I wrote to the teacher of this class, outlining my scheme, and asking her to co-operate on these lines. We attempted to give a clear picture of our everyday life from the children's own experiences. We used the combined history-geography scheme as an informative background. We learnt something of the geography of Kent, the local industries and the history of Crayford, so that we could tell America about our corner of the world. We studied stories of the exploration and development of the New World, linked to British history and the life of the times. Current films happened by chance to show some of the American history we were dealing with—which led us to discuss films. I used an excellent source for information and background—the organization known as Books Across the Sea, whose members could borrow books from a library of the best books of information, current thought and novels exchanged between Britain and America. Through this service I introduced the story of *My Friend Flicka*, which proved very popular, and also read the class extracts from true stories of the pioneers.

In our first consignment to the U.S.A. we sent three booklets

entitled *Ourselves, Our School Buildings*, and *The Work We Do* (both that of the children and their parents). They were made up of compositions, illustrated with plans, drawings and scraps, with pictorially designed covers. We also sent single articles on the 'School Harvest Festival' and 'Hop-picking', together with prints of Kentish scenes. Next we sent articles on 'Lessons and Sports at School', 'Industries of Kent' (with pictures obtained from the Portland Cement Firm), a plan of local streets, the school caretaker, a bus conductress, and men and women of the Forces and Civil Defence.

By this time the class had begun to settle down. A first discovery was the need for caution in wartime. We learnt that local factories sent silk and leather to the U.S.A., while local mills received oil and grain—yet we could not write about these facts, although they open up great possibilities in times of peace. The children began to ask questions about the Americans, so I suggested that they each wrote their own questions, which were forwarded with a booklet of compositions on *My Garden*.

The time was now ripe to begin studying the discovery and the development of the U.S.A. The topics used served the interests of both history and geography:

1. Lief finds America
2. Exploration: looking for the Spice Islands: the activities of Henry the Navigator, Diaz, Vasco da Gama, the Cabots, Cartier and Columbus
3. Raleigh's colonies
4. Jamestown and Pocohontas
5. Hudson and the origin of New York
6. The Pilgrim Fathers
7. William Penn
8. La Salle and the Mississippi
9. Wolfe in Canada
10. The War of Independence
11. The American Civil War
12. The story of cotton
13. The Panama Canal (a request from the class)

Some of the legends of Niagara Falls, written by the American children, fitted well into our syllabus: e.g. Father Hennepin and Old Fort

“To understand is half-way to assuring the peace”

More perhaps than ever in the past the students of to-day will need—as the public of to-morrow—an intelligent and broad-minded understanding of international, economic and social problems. It is therefore an urgent necessity that the teaching of to-day should bear that end in view.

This new Course aims at the understanding of the present by regarding it as a phase of human development traced from the beginning.

MAN AND HIS WORLD

A COURSE IN HISTORY AND GEOGRAPHY

By JAMES MAINWARING, M.A., D.Litt., F.R.Hist.S.

Lecturer in History, the Training College, Dudley

*With a Foreword by C. W. VALENTINE, M.A., D.Phil.,
Professor of Education in the University of Birmingham*

Book I.—THE EVOLUTION OF THE OLD WORLD

284 pages. 5½ by 8 inches. Cloth boards, 4s. 6d.

Book II.—THE EVOLUTION OF THE MODERN WORLD

372 pages. 5½ by 8 inches. Cloth boards, 6s.

Book III.—THE WORLD'S WEALTH AND ITS PROBLEMS

In active preparation.

Recommended for the School Certificate Examination, and for use in all types of Secondary Schools.

“A distinct contribution towards the solution of the coming post-war problem of what we are to teach.”—*The Times Educational Supplement.*

GEORGE PHILIP & SON LTD., 32 FLEET ST., LONDON, E.C.4

Niagara, while we made paintings of British historical costumes.

In March, 1942, we received our first parcel from the States. In it were three booklets with very clever covers, which corresponded with our first books. There were also some large pictures in crayon, of a kind rarely met over here. We answered with booklets on buses, trolleys, together with such miscellaneous items as large paintings of street scenes, a comic, a children's newspaper, a warden's post, posting a letter and the local church. In return we received letters answering our questions, original poems and five booklets on the history of Niagara Falls, nature, aeroplanes, local industry, old legends, and tales of the war. Back went more booklets showing our money sums, with pencil rubbings and silver paintings of our coinage with its value; original poems, pressed flowers, books of trains and aeroplanes and after-school pastimes. Letters and stamps were exchanged between individuals, while such articles as match-box tops were furnished by request.

We tried to send a package a month to the U.S.A. and by

spreading out the work, we never grew bored. At first I alone chose the items to be sent, but the children soon grew critical and helped to choose. Only the best efforts could go and at first the same children always seemed to be the chosen few, but as interest grew, it became possible to give others a chance, and I increased the variety of our efforts so as to cater for weaker children.

For example, backward children could supply match box tops and write a message. Many boys came into their own when the American children sent a booklet on their planes, drawn by themselves. Our boys felt challenged to reply, and it was then that some of the naughtiest and laziest boys did some good work. We were handicapped by lack of paper and art materials and the mail service was somewhat erratic. When our parcels arrived from the U.S.A. these were red letter days. I read all the material to the class, and it was then passed round or pinned up, to be looked at and discussed among themselves. Any child attempting to be tiresome at these times was promptly rebuked by the class.

From this work the class began to notice and learn much about their own locality. They became more observant, and great arguments arose about pillar boxes, buses, uniforms, when they wanted to draw them. They began to discuss matters and to be thoughtful. They themselves rejected the sending of some items, as they said that ‘Careless talk cost lives’—a good picture of a street showing a fog screen apparatus was thus turned down. They compared their work with that of the Americans, offered opinions and asked questions, such as: ‘How do they get those colours in crayon?’ or ‘Don't they ever use paint?’ They decided that American writing was scribbled, and as they experienced difficulty in reading it, they felt compelled to write clearly. These children came to regard the American boys and girls as their friends, grew to know them by name and to recognize them from their work.

By the end of the year this class had a good social attitude. This scheme had given them a reason for working well, so that their behaviour and hence their work

improved. Many could make a short speech to the class; they liked to debate; they acted plays made up themselves; boys and girls knitted for the Merchant Navy (which led to a friendship with and visits from a Merchant Service man) and they made up poetry. Correspondence with overseas children and Service men contacted through their social work became voluminous. They began to take an interest in the world, could ask sensible questions and discuss with ability. None of this would have happened had they not adopted a new attitude, originally inspired by the exchange scheme.

We did not receive exactly the same outline of the American way of life as we sent of the British. The material received was interesting and informative, but would have been less useful had I been unable to supplement it as I could, because of my year abroad. I found that my history-geography scheme was rather too full to be attempted by juniors. I would have liked more time to shape it and a competent

authority to advise. Since then I have been helped by Dr. Mainwaring's series of books called *Man and His World*: these are for seniors, but I understand there may be a chance of Dr. Mainwaring's writing something similar for juniors.

Nevertheless I felt the scheme had been worth while, since it did reform this class and helped the children to become interested in people outside Britain. In becoming better citizens of their school community, they had begun to be citizens of the world.

Great interest was taken in the work sent to America, as it was lent to other schools in Niagara Falls and requests for loan were also made by schools outside the city. I rather think that more interest was taken in our work by Americans than *vice versa*. We displayed the work at a school exhibition and later at a N.U.T. meeting after a lecture by a U.S.A.A.F. officer—but only one head teacher took an interest in it. Within my knowledge no school has been sufficiently

interested to attempt work on my lines.

A happy result was that an ex-pupil of the American school came to England with the U.S.A.A.F. and sent the school a large gift of sweets for its school-leavers' party. He later frequently visited a village school in Cambridgeshire of which I was head, and became a great friend of the children there.

An inspector once expressed doubts to me about the value of overseas correspondence. There was some truth in his criticisms, for to be of real value more than letters are needed. A definite plan is required with its main outlines sketched well in advance, lest the work lack purpose. In this respect our exchange of work was perhaps pioneering. It would be useful if exchanges of work could be arranged between areas by organizers who would visit countries to obtain personal knowledge of all the possibilities of such schemes. Possibly UNESCO will develop some such project in the future.

An Incidental Approach in the Primary School

F. W. Parrott

IN the years between the wars many educationists in continental countries were interested in the efforts made by British teachers to make known the aims and ideals of the League of Nations and to create an international outlook. Our continental colleagues, in France for instance, were expected to teach along very formal lines. Our system is much freer and teachers generally may feel fortunate that there is no rigid decree as to just what or how they should teach. Our 'Bible' is a Handbook of Suggestions from which it may be seen that there is scope in the primary school, within limits which have official sanction, to create an international outlook and to interest pupils in World Citizenship. The chapter on history, for instance, has a section dealing with British history as a part of World history.

To suggest is not necessarily to ensure performance, but there is no doubt that a good deal of valuable, if unassessable, teaching has been undertaken in formal lessons in geography, English, history, music and scripture, which has emphas-

ized the claims of World Citizenship.

But over and above formal work, there are many ways in which, in an incidental and casual manner, a teacher may relate the life of his classroom to the world at large. I will try to show what was done during the war years to approach World Citizenship in an incidental manner in an all-age school of about 250 pupils in one of the most sparsely populated parts of England.

The most obvious opportunities that arose were on 'special occasions'. When Mr. J. G. Winant sent a message to schools on Armistice Day, 1941, we were able to refer to the important work of ambassadors generally. Here was one who had done great work with the International Labour Office, which gave us an opportunity of stressing the importance of that body. Similarly the message of General Smuts in 1943 enabled us to go back to the Boer War, to commend the great act of statesmanship of Campbell Bannerman and to express hopes for similar reconciling acts. Empire Day gave opportunities to recognize the

**Head Teacher :
Kirkby Stephen Primary School**

contribution that the British Commonwealth of Nations may make to the establishment of world order. We also read on or about May 18th the Goodwill Day message of Welsh children.

In our isolated district we have always felt it worth while to invite visitors of standing to speak to our children and, better still, to let the children speak to and question them. This helps to break down shyness. We specially welcomed such visits during the war years and were grateful to our County Youth Organizer, who secured speakers for his clubs in the evening and offered their services to us during the day. Invariably they brought something of value; the children welcomed them, and keenly questioned them afterwards. Amongst those who came to us were two Australian sailors, a Russian lecturer, a Dane, an Englishman who had spent many years in Argentina, a Roumanian refugee, a Dutchman, a lady and a young man from Czechoslovakia, an Indian, a Pole, an officer of the French Resistance Movement, a Director of Education from Jamaica

and a major from the French Embassy. A British Council Scholar, an Inspector of Schools in St. Lucia, spent two weeks with us during May, 1947, studying rural education.

Apart from these 'World Citizens', introduced to us through official channels, we were able to invite others. The local branch of the Bible Society usually secured for its annual meetings speakers who could describe child life in other countries, and we had talks from them about New Zealand, Brazil, India, China and Burma. Speakers at the Women's Institute have talked on such subjects as 'A Tour of the Mediterranean'. Y.M.C.A. workers described their work in various countries and boys particularly were interested in their models of mobile canteens. One of them gave us a vivid account of life in British Guiana. The League of Nations Union provided speakers able to talk about world affairs and answer the children's queries. In 1942 the local branch made a big effort on behalf of the Aid to China Fund and the visit of a Chinese student was a big thrill at the time of our School Harvest Thanksgiving Service. The children annually bring their own produce, elect their auctioneer and clerk, and decide how the money raised shall be used. In 1942 it was decided to send it to the Aid to China Fund, and to make the effort more real, the Chinese speaker was invited to come back and receive personally from the auctioneer the final cheque.

Each year afterwards contributions have been sent to the Fund, but since 1945 the harvest effort has primarily supported two leper children in the Itu (West Africa) Leper Colony. The local branch of Toc H received a visit from one of the British teachers of the colony and he proved wonderfully interesting. For a short time his wife, a domestic science teacher, joined our staff. On his return we received an appreciative letter to say that our donation had enabled us to adopt a boy and a girl of nine. We now have their photographs framed and exhibited, and recently children of the 9-10 age group wrote letters to them. There was real fun in writing to 'Dear Udo Udo Ntak' and 'Dear Adiaha Akpan Inyeneowo'. The photographs arrived at a time when another speaker, representing the British Empire Leprosy Relief Association, gave a lantern lecture of great

interest, and the children themselves have invited her to return in the autumn with films.

Last January two West African teachers doing research work came to us. They saw snow for the first time in their lives at Kirkby Stephen. The friendly snowball fight which occurred during the play interval is one they are likely to remember and which will remain a pleasant memory for the children. It seemed incredible to Westmorland children that there existed people who had never seen snow.

Some of our girls belong to the Guides and were led by a keen member of the staff, who interested them in the post-war reconstruction work in which Guides are to take part. Real enthusiasm was shown in making and collecting articles to be sold for funds. Their leader has now accepted a post in Rhodesia.

For two or three years we received through our local Allotment Association, of which we were members, free gifts of seeds from America. The packets often bore the names of the donors, and boys of the gardening class wrote 'thank you' letters. A few were surprised to find that some of their letters appeared in various American papers, and to receive requests for 'pen-friends'.

Once we heard the Polish String Quartet, and our senior girls sang selections from Schubert and *Merrie England* in return. At another visit by a 'cellist and pianist, works from Brahms, Chopin, Mozart and Handel were presented and explained, and the children gladly sent a donation to the Save the Children Fund. Music has an international appeal.

Of course we were often visited by old boys in the Services, some of whom were ready to use maps, blackboard and chalk, to describe places visited, and to enter into a discussion regarding habits and customs of children in these countries.

We always have made a point of focusing attention on events of international importance. The Atlantic meeting of Churchill and Roosevelt or Dumbarton Oaks are examples. When, at Harvard in September, 1943, Mr. Churchill popularized Basic English, the need for an international language was discussed among the children. They read familiar passages from the Authorized Version of the New Testament alternately with corres-

ponding passages in Basic English, and then considered Esperanto. We merely indicated the possibilities of an international language, feeling that an awareness of such possibilities might lead to a greater interest in later years.

The first Assembly of the United Nations on January 10th, 1946, was an occasion for a talk in which, through hymns and prayers, we expressed a hope that nations might avoid the mistakes made after the first world war and be led into the paths of Peace. Reference must be made to the value of school broadcasts in which much that is 'incidental' arises. The conception of the Fatherhood of God and the Brotherhood of Man is often brought home by some of the dramatized episodes in the Friday religious service. (The Good Samaritan, Dr. Schweitzer . . .)

'Incidental' teaching depends largely on the quality and outlook of the staff. Teachers need to be well prepared with alert and adaptable minds in order to seize opportunities. This demands an intimate knowledge of the best of our newspapers and reviews and a refreshment of mind that comes from following courses. In this connection reference is gladly made to the Refresher Course organized by the Westmorland Teachers' Association in March, 1946, when one of the periods was devoted to 'Modern Problems' (Dr. H. J. Fleure). As an outcome nearly 80 Westmorland teachers have arranged to spend a fortnight at the Folk High School, Elsinore, Denmark, in August, 1947, and to meet parties of teachers from Denmark, Norway and Sweden. Thus international travel is potent in producing a sense of World Citizenship, and the Youth Hostels Association is providing facilities for our children which deserve our praise and support.

We recognize that the events sketchily recorded in this article deal only with one small rural school, and we are aware of many schools where greater and more effective incidental teaching is being given. However, it is hoped that for teachers in some of the schools where perhaps less is being done, there may be a few helpful suggestions. World Peace based on World Citizenship is a vital concern in which our schools must play a part—indeed some think it is the schools that are to play a major part.

Less Formal School Activities

Edith Newell

THERE is a real danger that the interest of only the more intellectually gifted children will be aroused if education for world citizenship is confined to direct teaching on current affairs, to formal debates and to lessons on civics—either as a separate course or as a part of the history syllabus. The majority of children leave school before reaching the sixth form, so it is clear that widespread interest throughout the whole school is even more important than a really high degree of understanding in the sixth form, although both are desirable. It will probably be found that the interest of the main body of the school is more readily aroused by informal activities.

When I became history mistress at my present school, a girls' school of grammar type in central Wales, I was delighted to find growing up there, a generation of girls animated by feelings of genuine friendship towards the children of other countries. I had not expected to find so real and lively an interest among members of a small community living remote from busy centres of population, and certainly far removed from the more usual continental contacts. I attribute this widespread interest to two main factors. The first is the keenly interested attitude of our headmistress, Miss Vivian Cutting, who sees in education for world citizenship one of our most urgent tasks in the schools to-day. The second is that while formal teaching in world affairs has not been neglected, much attention had been given, under the guidance of my predecessor, to informal activities.

The mainspring of these activities has been a World Citizenship Club which is affiliated to the Council for Education in World Citizenship, from which it has received much valuable help. This club is one of a number of clubs into which the school divides on Tuesday afternoons. Membership of the World Citizenship Club is confined to the middle and upper school, and there are usually about twenty-five or thirty girls who have chosen to become members. Even among this comparatively small number there is a wide variation of intellectual attainment, so care has to

be taken to vary the activities so that the interest of all may be held. Most girls bring newspapers to the Club and the first part of the time is usually given to an informal discussion of events which are in the forefront of the week's news. For example, I often ask the girls to make a rough list of what they consider to be the chief items of the news of the week. Some of the lists are read out and the most important subjects are selected for discussion. I then ask whether any member is able to give information about one of these subjects. Very often a sixth form girl is able to do so, as some of them attend extra-mural classes on current affairs. We sometimes compare and contrast the accounts given of one event in the different newspapers.

This discussion is often followed by a short talk given by a different pupil each week on some aspect of life in another country. Here the main emphasis is not on international relations, but on the lives of the people, although of course international relations do come in as they have so largely conditioned the lives of European peoples in recent years. One country forms the basis of these talks for three or four weeks. Within the past year we have studied in this way Holland, Czechoslovakia, the Soviet Union and the United States of America.

Most of the remaining minutes of the club time are given to the making of scrap books by the girls, who for this purpose are divided into groups each under a leader. During the week the members of the group collect information and newspaper cuttings bearing on the particular subject with which their scrap book deals. These are now sorted, discussed, and a selection made for entering in the books.

But the World Citizenship Club is something more than a club for the education of its club members; it is a pioneer organization which aims at spreading its interest throughout the whole school. Thus a few minutes of each club afternoon are devoted to the discussion of schemes of 'propaganda'. In the forefront of this publicity work is a talk given at each Tuesday morning assembly (Tuesday is the

Newtown Girls' County School,
Montgomeryshire

day on which the clubs meet) by a member of the World Citizenship Club, and its main subject is some item of news dealing with progress in international friendship. The items are sought in the newspapers during the week, are read out during club, and the most appropriate one is chosen for the next Tuesday morning talk. The talk, which is of course heard by every girl in the school, usually includes brief references to any interesting work which is going on in the school in connection with international affairs; but it also always includes some positive piece of information about a deed or deeds of goodwill among the nations. For example, the work of UNNRA, efforts at re-education in Germany, the reception in this country of children from Europe, what the universities are doing for education in world citizenship, or what important people have said at conferences about the future of world peace. We do not dwell too much on the sufferings of Europe, but rather on inspiring examples of the operation of a spirit of goodwill.

Another potent method of 'propaganda' is the holding of exhibitions dealing with other countries. Here the Council for Education in World Citizenship has been of the utmost help in lending us some of their exhibition photographs. One of our most interesting exhibitions was

ORIENTATION OF THE ADOLESCENT

A Week-end Conference
at
High Leigh, Hoddesdon,
JUNE 13th-16th.

Speakers :

Professor Olive A. Wheeler,
Leonard J. Barnes, Barbara Low,
Comdr. E. Whitehead
and H. J. Blackham.

This conference questions the
adequacy of the treatment of
the problem.

Inclusive cost 35/-.

Details from The Ethical Union,
4a Inverness Place, London, W.1.

on the subject, 'The Youth of Other Lands'. The Council lent fourteen excellent photographs of American schools of different types, from nursery to technical, and we collected pictures on every aspect of Russian education from schools in the Arctic Circle to the Russian Ballet. One girl made a chart showing the youth of Russia engaged in many activities and a Ranger member of the club made another chart showing 'Guides of Many Lands'. All the girls who have 'pen friends' abroad collected and mounted some of their letters and photographs. We also displayed our scrap books and some appropriate magazines.

Strangely enough, one of the best ways of sustaining an interest in the children of other countries is by the collection of money for the International Schools' Fund¹ (ED.N.6). Our school fund is managed by a committee of girls under the supervision of a mistress. The committee consists of a secretary and treasurer and one member of each form who acts as collector

in that form. The most important meeting of the committee takes place at the beginning of each term, when schemes are drawn up for raising money. An I.S.F. collecting tin is placed in a prominent position in each form room. The form collector, who is also the I.S.F. Committee member, sees that the tin is not neglected. At the end of each term comes another important and exciting meeting at which each form collector opens her tin and, helped by one other member of her form, counts the contents. A statement of the amount collected by each form is then issued by the treasurer. But each term also sees some special effort on behalf of the I.S.F. Thus in the Spring Term we held an informal concert at which every girl paid 3d. for admission. The secretary of the I.S.F. Committee, who was in the chair, gave a short opening address in which she reminded the school of the purpose of the fund. This was followed by a verse-speaking choir which recited a passage on the benefits of peace from Shakespeare's *Henry the Eighth*. This item had been rehearsed during club time. The

other items consisted of songs and dances all arranged by the girls themselves. We also held a sale of second-hand goods such as books, toys, baby clothes and jewellery with which we raised a surprisingly large sum of money in a few minutes.

During the Summer Term we swelled our funds by holding an I.S.F. picnic at some mountain lakes. Before eating our teas at the lakeside we paused for a few minutes to remember young people in other lands and to make a collection for the I.S.F. Later, our sports mistress arranged a tennis match between the school and the staff and a small charge was made for the privilege of watching. As most of the staff had not played tennis for some years, this event proved particularly popular.

But, although the girls derive real fun and enjoyment from such activities, they do also realize the serious purpose which underlies them, for they are constantly reminded of it during the Tuesday morning assemblies and all correspondence in connection with the I.S.F. is read to them. The money which this school contributes is

¹ See page 154 under Council for Education in World Citizenship.

LUND HUMPHRIES BOOKS

- ★ Grammars
- ★ Readers
- ★ Dictionaries

IN EUROPEAN AND ASIATIC LANGUAGES

Full details from the
Publishers' Office :

12, BEDFORD SQUARE, LONDON, W.C.1

sent to a particular school in Holland to help with its re-equipment.

Holland is the country in which our girls take most interest. This is partly because during the summer of 1945 they were able to entertain for one afternoon a party of Dutch children who were staying in the neighbourhood at Gregynog Hall as the guests of the Davies family. I have been greatly impressed by the fact that the girls still speak of this visit of the Dutch children as one of the happiest occasions in their school life.

During this last term another interesting contact was made with the Continent. Every year a message of goodwill from the children of Wales to the children of Europe is sent out through the Peace Council at Cardiff. This year Form III of Wien Liesing High School, Austria, replied to the message. This reply was sent to our school and we were asked to send a message of thanks to Austria. Our third forms felt very proud and important when the headmistress entrusted them with this task. It proved a difficult one, as there was so much that they

wanted to say and the message had to be reduced to the limitations imposed by Air Mail correspondence. Eventually, after much compromising, the message was brought to reasonable proportions, copied on to air mail paper by the best writer in the third forms and proudly dispatched from the post office by the two form captains.

Our work for education in world citizenship has by no means been confined to the World Citizenship Club. Throughout the war two Social Service Clubs have met to knit and repair garments for dispatch to needy children in this and other countries. Some toys were also made for this purpose and to help the I.S.F. sale. One of the most interesting of our present clubs is the Ideal Home Club where furnishing and decoration are studied and plans and models made. Here, too, the young citizens of to-morrow are preparing for a better way of life.

Although we believe that our work is achieving a measure of success, we are also conscious of many failures and omissions. We particularly feel that the lack of contact with other schools engaged in

similar work is a handicap. Conferences in connection with world citizenship are usually held in places too far distant for our pupils to attend, although, this year, three did attend the C.E.W.C. Conference at Truro. To overcome this difficulty at least in part, our headmistress is making strenuous efforts to arrange a week-end conference to be held in or near Montgomery. Members of other schools will be invited, and the boys and girls will be able to hear first-class speakers and join in discussions. This is the kind of stimulus of which we feel a sad lack.

We have also arranged to have the documentary film, *World of Plenty*, shown in our school, and we intend to devote some part of next term to preparing the children for seeing it, so that they will understand the problems involved more clearly. We also hope to do more work on social studies in our own neighbourhood, for we feel that any activity which increases the child's awareness of himself, or herself, as a member of an ever-widening community is essentially worth while, and never more so than at this present time.

War, Sadism and Pacifism

EDWARD GLOVER

'Of cardinal importance to all who seek peace in our or any time.'—*New English Weekly*.

'It would be hard to find a more stimulating and constructive treatment of a problem of universal interest.'—*The Lancet*.

'Into it is compressed a vast amount of cogent argument.'—*Scots Observer*.

Revised, re-written 3rd Edition 9s. 6d. net

Economics of a Declining Population

W. B. REDDAWAY

'Will appeal equally to the professional economist and to the general reader Wholly admirable book.'—*The Times Literary Supplement*.

'A work of national importance.'—HONOR CROOME in *The Spectator*.

'Lucid and careful book it is written in English, not mathematics.'—*The Listener*.

2nd impression 10s. 6d. net

GEORGE ALLEN & UNWIN LTD 40 MUSEUM STREET, LONDON, W.C.1

The Textbook, the Teacher and the Task

James Urquhart, M.A., Dip. Ed.

GENERAL EISENHOWER, speaking in Edinburgh in 1946, said: 'I hold that the time has come when civilization will put men of my profession into the ranks of the permanently unemployed. The principal weapon of civilization for bringing about this result is logical, intensive and inspired education.' Politician, publicist and preacher are campaigners for the richer and fuller civilization; but the classroom teacher is in a category of his own, and teachers of history, geography and citizenship, since they deal with different aspects of human relationships are key men in the building of the 'World of To-morrow'. I propose therefore to concentrate attention on textbooks belonging to the Social Studies group of school subjects.

Before introducing a new textbook the average teacher in a State school has to consider how the proposed book will fit into or supplement his scheme of work, and, further, how many books the money at his disposal will allow him to requisition. Let me illustrate these practical considerations from my own position in a typical Scottish co-educational junior secondary school with an age-range of from eleven plus to sixteen. History is taught to each child for three 40-minute periods weekly, geography for either two or three, and citizenship (since it is officially encouraged but is not budgeted for in the time-table) has to be content with an occasional 'stolen' period.

In the first school year, the history scheme of work covers the period from the dawn of history up to 1714, and the second year assignment concludes with the present day. Third year work starts with a general revision, the Mechanical Age being especially emphasized, and towards the end of the session introduces glimpses of World History with special reference to the 'Great Powers'. During this three years course, time is taken off for visits to the local museum and to places of historical interest in the neighbourhood, such as old abbeys, castles, Roman camps, crannogs and Druid circles.

Throughout the three years course the equivalent of one period

per month is devoted to an examination of current affairs, the growing point of history. At regular intervals the outstanding news items under the headings of Local, National, and International are discussed; the summary for each month is typed and duplicated; then sheets are inserted into a history diary folder which each child keeps in his classroom desk for reference purposes. In the process of sifting out important items of news the pupil's interest is stimulated in what is happening around him; further, in making a choice for his summary of events, he has an opportunity to exercise his critical faculty and powers of judgment. He can see how time treats events—a valuable lesson in life; often much discussed and apparently important news items are soon forgotten, while other events, scarcely observed at the time of their happening, begin to grow in significance. But the worth-while point to notice is this, that after a few years the teacher comes to possess, in the form of his history diary, an invaluable and up-to-the-minute textbook which it is beyond the means of any publisher to provide. Since I have now kept this type of diary for nearly a dozen years, children in my classes can read of the petty and intimate doings in the school and neighbourhood, as well as of the more remote and great world events of their own lifetime. History of this nature fascinates all grades of pupils and helps greatly to evoke enthusiasm for the ordinary work of the class.

These details are given to show how an attempt is made to give the child a broad and just perspective of salient historical events at home and abroad. Students of International Education may recall the Harper's Ferry meeting of 1943 and the proposal then made: 'To examine the curriculum to determine how the development of world citizenship may permeate the teaching of all subjects, and eliminate the content and materials which foster intolerance, prejudice and war among the peoples'. The scheme of work outlined above makes it imperative for the teacher to discard all lumber from his subject,

The High School, Dumfries

and at the same time by its breadth assists him to approach nearer the ideal in history teaching set forth by the International Education Assembly.

The teacher should always count for more than the textbook, and so universities and training colleges have a high responsibility to the children of the future. Though Confucius observed long ago that it is the duty of the learned to unite society more closely and to persuade men to become citizens of the world, two world wars have revealed that educators at times have directed their efforts towards encouraging the growth of narrowly selfish nationalistic citizenship. In this post-war period the development of world citizenship will be one of the most urgent tasks for teachers in all lands. History, that so readily calls forth feelings of patriotism, can at the same time, if rightly taught, arouse wider loyalties and help to make us better citizens of this planet. The scope of international law and the degree of its acceptance at any time are fair measures of the universality of so-called 'World Citizenship'.

The last two decades in Britain have probably seen more improvement in the teaching of history than in that of any other school subject. The progress has been due partly to the pioneering work of the great world historian, H. G. Wells; to him more than to any other writer of our day we owe such sense of unity of mankind and the interdependence of its peoples as we have yet attained. Any national history should be made to fit into the background of world history; if it does not do so the true sense of perspective is lost and such history may hinder rather than assist in the development of the sense of kinship with the foreigner. History textbooks should be free from 'statements and attitudes likely to cause misunderstanding between peoples', and while adhering to essential truth they should seek to avoid giving offence to racial and religious minorities within the State. Good modern history textbooks, of which there are many on the market, are as a rule liberally interspersed with illustrations, introduced not merely to improve the appearance

but to emphasise some important passage of the text. Points of merit in some textbooks are that they encourage pupils to prepare diagrams and time charts, to collect topical pictures and news-cuttings, to read novels with authentic historical settings, and to practise finding their way about reference books in school and public libraries. How to continue study after school days are over is one of the best lessons one can learn in school. Several popular textbooks of to-day owe a lot to the influence of that excellent American writer of history books, Van Loon; others contain dramatized episodes or short playlets, while still others are founded entirely on eye-witness accounts of past events and are intended primarily to supplement normal classwork.

It is well nigh impossible for one textbook to possess all the desirable features enumerated above. Several textbooks are required if one is to succeed in introducing diversity of appeal into classwork. Textbooks are only adjuncts to good teaching; of themselves they can never ensure it. With regard to the number and variety of books that can be introduced into the

classroom, much still depends on the individual teacher's tact and ingenuity. There are ways and means of securing a wide selection at comparatively small outlay, and to illustrate I give my own experiences in this connection.

In the school department of which I am head the old method of requisitioning textbooks was to provide each of about 700 children with one history book (to be carried to and from school). Wasteage was high and the annual cost of replacements was considerable. Some years ago, as an experiment, compulsory homework involving the use of history textbooks was abolished. Thereafter the three history classrooms were equipped with textbooks; fewer than 150 books had now to be maintained as against 700 in the past and so a radical economy was effected. In a short time it became possible at even less expense than formerly to introduce many new sets of books. At the present moment each history classroom desk is stocked with a history atlas, a World history, two British and three Scottish histories, six sets of picture histories from prehistoric days to modern times, pictorial histories of two World Wars, four

sets of history readers and a diary of current affairs in typescript. The limiting factor now is the capacity of the desk.

Though I have made use of the radio, silent films, the film-slide lantern, diagrams of the Solar System painted on the classroom ceiling and even a miniature museum of history models to enliven and vitalize my history teaching, what I would like most to possess is a library of good short history plays, talks and lessons (similar, indeed, to those arranged for the B.B.C.) on gramophone records, so that a library of them could be available as and when demanded in the course of a lesson. The 'talking textbook' deserves a try-out, and I pass the idea on, confident that it is both practicable and progressive.

Much of the foregoing applies with equal force to geography and its textbooks. Recent improvements in text have accompanied a change in the conception of the objects of teaching geography. To get an idea of the advance that has been made it is enlightening to examine a 'Manual of Method' in currency at the beginning of this century: 'England is the greatest



Play Way English for To-day

D. A. BEACOCK, M.A.

"Caldwell Cook's work at the Perse School was a source of inspiration to many hundreds of teachers. This story of his life, written by one of his pupils, is particularly valuable because it contains, in addition to biographical details, an account of his Play Way methods in the classroom."—*Times Educational Supplement*.

Illustrated.

8s. 6d. net

Progress and Policy in Secondary Education, 1902-42

JOHN GRAVES, M.A., B.Litt. (Oxon.).

"An interesting and often illuminating summary of controversies and tendencies . . . with a wide appeal to those who . . . realise that the present stage can hardly be understood without a knowledge of the past."—*Education*.

10s. 6d. net

The Education of the Ordinary Child

LANKHILL METHODS: With Schemes of Work

JOHN DUNCAN

"An event of first importance in educational history . . . A book that every teacher ought to read and study."—*Times Educational Supp.* "No summarized account can do justice to this pioneer work."—*Journal of Education*. 15s. net

New Teaching for a New Age

A. H. T. GLOVER

"Anyone . . . who studies the text and admirable illustrations, will agree with Dr. W. P. Alexander when he says in his foreword that the book 'has profound significance for the future of the Modern School.'"—*Times Educational Supplement*. Illustrated. 15s. net

Thomas Nelson & Sons Ltd.
Parkside Works - Edinburgh

manufacturing and commercial nation in the world. If this supremacy is to be maintained, the productive districts and chief markets, actual and potential, should be known. The quickest, safest and cheapest routes, the natural tastes and requirements of foreign customers, the sources of our food supply and many kindred questions also become of vital importance. England is said to be over-populated, and fields for emigration are essential to relieve the surplus population, and to carry out the advisable and beneficent planting of the Earth by the English people. England is the greatest naval and maritime power in the world, and the need for geographical knowledge is obvious.'

It is little wonder, then, that over a generation ago there was no school subject that had so smothered its subject matter under lists of facts as had geography. Its textbooks were hardly distinguishable from gazetteers, with the dual result that the pupil's mind was choked and the teacher's initiative stunted.

The author of a geography textbook in this ever shrinking world has a great responsibility placed on his shoulders for a sound knowledge of geography can promote a spirit of internationalism. What aims should inspire teacher and writer alike? Firstly, it is necessary to show the relations between man and his environment, placing emphasis on man's conquest of nature and the rapid changes which distinguish our era from all others. Secondly, an attempt should be made to instil in the minds of young people a sympathetic understanding of the lives of the peoples of their own and other lands. The following quotation amply bears out the need for these aims: 'Beneath the political problems of Europe and the Middle East, of Trieste, Vienna, and Palestine, lie unresolved conflicts in educational values, fiery nationalistic teaching in the schools, battles of textbooks and acute university troubles. In many areas education is being daily perverted to be an instrument of nationalist and ideological policies, and thousands of innocent and guiltless children are its victims' (Kenneth Lindsay in *The Observer*, November 10th, 1946).

Before concluding, I would like to consider civics and its textbooks. As so little time is left for citizenship



**A NEW PITMAN
PRODUCTION**



GROUNDWORK for CITIZENSHIP



The Model Citizen

By H. Osman
Newland, F.R.Hist.S.
This book gives a
simple, interesting
and accurate exposi-
tion of the rights and
duties of the citizen,
and a description of
public institutions
with their historical
background. Recent-
ly revised 2s. 6d.

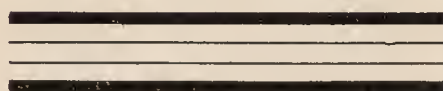
By FREDERICK R. KERSLEY

An up-to-date course of training
in the elements of good citizenship,
based upon practical experience
gained by the author in both urban
and rural schools, and which has
proved to be well within the scope
of average senior children. Teachers
need no specialised knowledge of
the subject, as this work has been
designed as a handbook to guide
individual study and research. Help-
ful exercises are included, and these
form an important feature of the
book. About 3s.

Science in Action Series

A series of six books
explaining different
ways in which man's
scientific discoveries
have been adapted
and improved upon
in the making of our
modern world. A
unique series for the
school library. 2s. 3d. each book.

PARKER STREET · KINGSWAY · LONDON, W.C.2



PITMAN



in the school curriculum, its text-
books should adhere strictly to
essentials. A good citizen in a
modern state should have some
knowledge of the mechanics of
democracy. The more a child
knows about his local council and
national parliament the greater
is his interest in their transactions.

Various projects in training for
citizenship have been carried out
in the last few years. A general
trend can be discerned, the bringing
of the scholar into the precincts of
the council chamber and of the
local government official into the
school. The Scottish Education
Department is now giving its
official backing to all such school
experiments north of the border.

In collaboration with officials I
have taken classes to Town Council,
County Council and Education
Committee meetings as well as into
the precincts of the Burgh Police
Court. The salient and most
successful features of these experi-
ments I have incorporated in a
new citizenship textbook, so that
others may benefit from the know-
ledge gained. But I feel strongly
that every local education authority
ought to employ a supervisor of
civics whose job it would be to
arrange and, if necessary, to conduct
visits of scholars to Council meet-

ings, to plan talks by municipal
officials, councillors and M.P's, and
generally to co-ordinate and en-
courage citizenship instruction and
experiment in his own area. Only
out of good local and national
democratic behaviour can en-
lightened world citizenship grow,
the pre-requisite for the successful
functioning of the present United
Nations Organisation or of a future
World Parliament.

Good citizenship should result
from the proper integration of all
school subjects and activities no
less than from specific lessons on
civics. Indeed it seems likely that
soon the separation of history,
geography and civics into water-
tight compartments will come to
an end and that all three will be
presented in a manner intended to
give pupils a view of the past that
will link up with the necessary
understanding of the present. Of
all three subjects it may be said
that 'the World is their oyster'.
Though there seems to be little
prospect of it in the near future,
in the more distant future school
textbooks may be written in
Esperanto and used universally:

Sur neŭtrala lingva fundamento
Komprenante unu la alian
La popoloj faros en konsento
Unu grandan rondon familian.

Civilized Values?

Jane Darroch

¹ Psychologist at the National Foundation for Educational Research in England and Wales

THE thesis of this article is that the progressive schools are producing a type of child who is more friendly, co-operative and considerate than the average, but that this friendliness is being bought at the cost of certain other characteristics usually considered desirable, and that educationists should try to find out whether these sacrifices are inevitable, and if they are, should consider whether they are worth while.

There are cogent reasons for trying to educate children so that they grow up friendly and co-operative. The problem of abolishing war is in part the problem of evolving an economic system which does not tempt business men to arm the potential aggressor as a means of making profits, or to gain political control of backward countries as markets for goods which cannot be sold at home, and it is in part the problem of organizing a system of world government. It is also, however, in part the problem of educating human beings to find satisfaction in friendliness and co-operation rather than in aggression and brutality. The individual who is most liable to hate foreigners is he who has strong aggressive impulses and avoids guilt about them by projecting them on to others. The individual who welcomes war as exciting is he whose libido is strongly tainted by sadism and masochism, and whose life is relatively poor in non-sadistic interests. The class from which the majority of Nazis were drawn was the German lower middle class, in which obedience, punctuality, thrift, cleanliness and manners were impressed on tiny children by their parents in an authoritarian manner, and the generation which became most strongly Nazi is that which in addition experienced starvation in childhood.² There seems to be little doubt that these factors fostered sadism.

Those who profess Christianity and even those who believe in the rightness of the general spirit of

Jesus' teaching may legitimately demand that education should not involve any needless aggressiveness by adults against children, and that it should weaken rather than strengthen children's own aggressive and cruel tendencies. Education as we know it sometimes fosters them.

It is necessary for anyone judging progressive schools to try to divest himself of prejudice, but it is extraordinarily difficult to do so. If the individual tends to seek security mainly by projecting his super-ego on to parent-figures and rebelling against it there, he will inevitably have a spontaneous sympathy with progressive schools. If, however, he tends to seek security mainly by projecting his bad impulses on to child-figures and punishing them, he will spontaneously dislike progressive schools. I belong to the former type and the reader may for this reason discount what I write if he thinks fit.

Data and Materials

My conclusions are based mainly on three visits to Summerhill. I have also visited Dartington Hall, which struck me as different in certain respects from Summerhill, and Kilquhanity House and Kingsmuir, which struck me as closely similar to it, but I propose to confine what I say to Summerhill as I know it the best. I feel that I have seen Summerhill thoroughly enough to have a fairly comprehensive picture of it. I attended two school meetings, watched the children's recreation in the hall on three evenings, looked in the dining room once or twice during meals, looked into all the dormitories, played table tennis with a boy of about twelve, watched a game of hockey, and sat in Neill's room with some older pupils one evening. I saw a Fourth Form arithmetic lesson, a Fourth Form chemistry lesson, a Sixth Form French lesson, and a Sixth Form biology lesson, and was shown a considerable number of children's drawings. I spent an hour with the Cottage children, aged from four to seven, during lesson time, listened to a teacher telling them a story at bed-time, and paid several other shorter visits to them. I went to

the same film as the school went to, though I was accidentally prevented from actually sitting with the children. I talked to nearly all the staff, to two old boys, and to the father of one pupil and the mother of another. I also observed the children casually at odd moments in ways which are difficult to record in detail.

The Good Qualities of Children in Progressive Schools

By far the most conspicuous good quality of the Summerhill children is their friendliness, although it is rather difficult to convey its quality to a reader who has not been there. There are two aspects to be considered, their attitude to each other and their attitude to adults.

I saw only one real quarrel between children throughout my two visits. On this occasion a little girl of five or six hit a boy of the same age and made him cry. This happened while they were waiting for dinner and her motive was not clear to me. A teacher comforted the little boy, and another little girl told him to hit back, and when he would not, made a somewhat ineffective attempt to do so on his behalf.

Apart from this I saw a certain amount of friendly teasing between girls, and a great many 'rough-and-tumbles' between boys, but always carried on in a good-natured way without serious hostility. It would be interesting to make a comparison in this respect between progressive schools and old-fashioned schools, by counting the number of real quarrels between children in a given number of hours in proportion to the total number of pupils in the school.

The Cottage children were being taught during my second visit by two temporary teachers who had come to the school only recently and had considerable previous experience of young children. They commented very favourably on the kindness of these little children to each other, and particularly on their insistence that any child who is ill in bed should share in what the others have. Two of the Cottage children received parcels from home while I was there and shared the contents quite happily and without adult pressure with

¹ The views expressed are Dr. Darroch's own personal views, and do not necessarily represent those of the National Foundation.

² Hicklin, M. 'Is there a "German" Disease?' *The New Statesman and Nation*, Vol. XXXI, No. 787, p. 207, March 23rd, 1946.

several other children who asked for a share.

The attitude to adults is more ambivalent. On the one hand there are acts of spontaneous courtesy and helpfulness, as when an older girl picked up a glove I had dropped. On the other hand, the boys have a tendency to bump into adults when having 'rough-and-tumbles' with each other in the hall in the evenings. One boy bumped me hard enough to cause me a quite unpleasant degree of pain. He looked alarmed and apologized. I discussed the matter afterwards with a member of staff, who said that the children work off aggression against adults by this sort of accident, and that the appropriate technique is to treat it as an accident and accept the apology.

The children keep on coming into the staff room and into Neill's room. They seem to like being there. When the staff want to be alone they turn them out good-naturedly. The children always go when told—but some of them show annoyance by banging the door. I saw no more serious aggression of children against adults than the door-banging and the semi-accidental bumps. It should, however, be remembered that Neill has not knowingly taken any difficult children into the school during the last five years. Neurotic children would doubtless be more aggressive. At the same time it is noteworthy that children who are so free should be so comparatively mild in their behaviour. The truth seems to be that, even although children have sadistic phantasies, these phantasies do not need severe discipline to prevent them from being expressed in real actions. Possibly children's dislike of being hurt forms a heavy counterweight against their cruel impulses; children seem to form a strong public opinion against bullying,¹ based apparently on dislike of being bullied. Where children are seriously cruel, it is probably always because the adult has been in some way or other on the side of cruelty.

There was no trace of priggishness in the school meeting. Business was dealt with rapidly, and while certain points were debated at reasonable length before voting took place, the children were obviously glad when the meeting

was over. The meeting was not much concerned with offenders against rules, as these are punished, mainly by fines by the Government which consists of five of the oldest children, and the matter is merely reported at the meeting.

Another pleasing quality of Summerhill children is their sincerity, and the readiness of the children to see through, and laugh at, any pretence on the part of another child. One boy at the school meeting made an obviously false excuse for a misdeed and the meeting laughed.

I think the key to the friendly atmosphere of Summerhill is probably the tolerant and good-humoured attitude of the staff to the children and to each other. The usual relationship of dominance and submission between adults and children seemed to me to be almost completely absent. I have never felt this to be so in any other school except Kilquhanity House and Kingsmuir. In lesson-time the teachers really did not seem to be keeping discipline at all; they were teaching entirely willing children. The children stay away from time to time when the whim takes them, but when they do come they co-operate. It is true that adults in Summerhill do take the lead in simple medical precautions; for example, I was told that children kept coming into the sanatorium when there was a case of infectious illness until one of them was treated as being himself infected and kept in bed there till the doctor came. Neill himself does influence the school meeting to some extent, but he does it by putting a reasoned case, not by what is popularly called the force of personality.

I should like to hazard a guess that what goes on at the deeper levels of children's personalities in Summerhill is a more extreme form of what happens in any reasonably humane education; the child projects his primitive, severe super-ego on to the adult and re-internalizes the adult as a milder one. Only in Summerhill the adults are milder than elsewhere, and the public opinion of the children, expressed both at the school meeting and in daily life, probably has a larger influence on the growth of the super-ego than elsewhere. Moreover, this public opinion is itself milder in its modes of expression than in many schools,

because the children know that the adults like mildness.

It is usually found that children who are given too much freedom become neurotic, because they have nobody on to whom to project their primitive, severe super-ego, and so are left at its mercy.² It is easy to find cases which confirm this theory—cases of spoilt children who behave badly and yet have a ridiculously severe conscience about certain offences. Some such children's naughtiness is fairly evidently a rebellion against a severe super-ego. I had thought that Summerhill children might be neurotic in this way, but I saw no signs of it. This may be because the adults and the school meeting combined—mainly, of course, the latter—constitute enough of an external super-ego figure to give the children stability. We must also remember that most of the children do not come to Summerhill till the age of five or over, so have had parental discipline of some kind during the most formative years. Also the children of from five to seven live in the Cottage apart from the school with adults who exercise some control in a quiet way.

The faces of the children at Summerhill struck me as unusually attractive. The expression of personality in face is a difficult subject. I am inclined to think from general experience that only two qualities can be judged at all readily by facial expression, amiability as against hardness or aggressiveness, and a certain alertness or liveliness which is not general intelligence. I think that children in free schools probably are unusually amiable and unusually alert and that these qualities do show in their faces. When I returned to London after my second visit to Summerhill the faces seemed on the whole hard and "stodgy" by comparison.

The Summerhill children made the impression on me of being happier than any other human beings I have ever seen. This is a purely subjective impression, since one cannot measure happiness, but I feel that it ought to be recorded, since one so often hears it said that strict discipline does not make children any less happy. I did not see any sign of a child finding freedom a burden and being un-

¹ *That Dreadful School*, p. 52

² Isaacs, S. *The Social Development of Young Children*, p. 421-424.

happy because he did not know what to do.

Must the Good Qualities of Children in Progressive Schools be Bought by the Sacrifice of Tidiness?

It seemed to me that the amiability and friendliness of the children in progressive schools are being bought by the sacrifice of other qualities usually regarded as desirable, and that this presents a serious problem to the educationist. Tidiness is the least important of the qualities being sacrificed.

Summerhill is undoubtedly an untidy place. One must make allowance for the fact that on both occasions I saw it under unsatisfactory conditions. My first visit was to Festiniog, where the building was too small for the school, and my second was to Leiston shortly after the school returned from evacuation, when the building and grounds had been considerably damaged by the military. Also the school is suffering from the scarcity of good domestic servants. Nevertheless, the fact remains that the children run into the muddy garden in bedroom slippers and about the house in muddy boots; clothes are strewn on the dormitory floors, and there are a good many breakages. (At the second school meeting I attended, Neill complained about breakages, and a rule was passed that they should be paid for out of a levy on everyone's money, including the staff's.) Most of the children have dirty hands most of the day. If, however, it is necessary for children to be untidy in order to grow into co-operative adults, few educators will doubt that it is worth it, especially as it seems to be a temporary phase. Both the old boys I met were normally tidy in person and dress, and so were many of the oldest pupils. The staff of Summerhill seemed to me less tired and strained than many teachers. They have, of course, far smaller classes, but also it seems possible that the strain of tolerating untidiness and noise is less than the strain of quelling it.

Most of the breakages and untidiness in Summerhill at present seemed to me to be accidental; children are so absorbed in their games and occupations that they do not think about washing their hands or changing their shoes. The main connection between

friendliness and untidiness thus seems to be simply that one cannot make a child tidy without perpetual reminders and reproofs, which stimulate his aggressive instinct. The other connection between the two is that a rebellious child may express his rebelliousness by untidiness and, finding that the adult does not punish him, develop a milder super-ego and have less need to rebel. This is important in the case of problem children but less so in the case of normal ones.

Must the Good Qualities of Children in Progressive Schools be Bought at the Sacrifice of our High Material Standard of Civilization?

Our high material standard of civilization depends upon large numbers of people doing boring and uncongenial work for a large part of their lives, partly from actual fear of poverty and destitution, but largely from such motives as fear of the disgrace of being a failure, fear of punishment from their employer or overseer, sense of duty and desire for power and esteem. These motives are largely narcissistic and aggressive, and it seems possible that an education which fosters friendliness and weakens aggression might, if it became sufficiently widespread, produce a type of human being who prefers to do without many of the luxuries of civilization, rather than to work hard to produce them.

The question is a difficult one to discuss as so many of the factors involved are unknown. Summerhill children obtain posts on leaving school and keep them; they seem to be as successful in their careers as most other people, but they seem to choose careers, such as engineering and various kinds of artistic work, which have a strong emotional appeal. If all schools were like Summerhill, it would evidently be difficult to get people to do the duller kinds of work. The less able would be forced into them by economic pressure, and the uncongenial kinds of manual work would no doubt get done in this way, but it is difficult to see who would fill the higher clerical and administrative posts, which need good intelligence, and often involve an alternation of anxiety and boredom which few would endure if not spurred on by ambition. We cannot, however, dogmatize until we know more about the degree of

happiness which different people find in different kinds of work and about the unconscious motives underlying it.

If a reduction in the standard of living is the price of abolishing war, many people will wish to pay the price. Moreover, once war has been abolished, the standard of living will rise again, since labour will not be wasted on destruction. It is not, however, clear how far the abolition of war depends on educating people for friendliness and how far it depends on economic and political changes. We must remember, moreover, that if atomic energy could be harnessed to useful purposes, the amount of dull work might be decreased.

Must the Good Qualities of Children in Progressive Schools be Bought by the Sacrifice of High Academic Standards?

There is some evidence that the friendliness of children in progressive schools is being bought, and possibly may have to be bought, by the sacrifice of high academic achievement. This is not to say that Summerhill children are retarded at every stage in comparison with children of the same age in conventional schools. The Cottage children were hard to judge, as they are allowed to choose their own activities, so that one may be reading, while another is writing, and others are drawing or modelling. None of them chose to do arithmetic while I was there. Some could read quite well, however, and it seems likely they are as far on as the children in any liberal infant department where there is no undue pressure to begin formal work early. The middle school is undoubtedly considerably retarded compared with children of a similar age elsewhere. Children of twelve or so were doing division by factors and did not know the multiplication table perfectly. The majority of pupils, however, take matriculation from the Sixth Form at the age of sixteen, so that the ground lost in the middle school is evidently made up.

What is disquieting, however, is that pupils at Summerhill take matriculation only as a means towards their chosen career; few stay at school beyond the age of sixteen; the majority leave in order to start some form of directly vocational training. Perhaps when

older pupils in a conventional school develop what looks like a sheer love of learning for learning's sake, this is really based on aggressive and narcissistic motives, and results from the pressure of adult authority; it may spring from fear of blame or desire for academic honours, or it may be an obsessional method of dealing with anxiety.¹ Moreover, it is possible that pupils will not reach the highest levels of academic achievement unless they have a sense of guilt about pleasures, such as dancing and going to the cinema, which are closely related to the sex instinct. In Summerhill the pupils go to the cinema once a week and dance on several of the other evenings. This does not seem to destroy their capacity to appreciate more intellectual forms of entertainment, but it may still be that adolescents and young adults will not pursue hard studies of a non-utilitarian kind unless forced to it either by the direct pressure of adult authority or of a severe conscience, or by the indirect pressure of a life which is boring because the more obvious pleasures are cut off by guilt.

I am told, however, that of the seven Summerhill pupils who took Matriculation in 1942, three have since obtained first class honours degrees. Some Summerhill pupils thus evidently reach high academic standards after leaving school. It would be valuable to know how far they are motivated by direct interest in the subject and how far by pride, ambition or conscience. It might be a useful piece of research if several free schools could be set up, varying in the extent to which the adults exerted a subtle pressure on the adolescents to achieve high academic standards, and if the pupils of these could be compared both in respect of academic achievement and in respect of aggressiveness in all its forms.

Must the Good Qualities of Children in Progressive Schools be Bought by the Sacrifice of Religion?

Children at Summerhill are free to go to church if they wish, but they do not go. New pupils occasionally attend church for a few weeks, but then cease.² The truth or falsity of the religious

view of the world is an exceedingly difficult question. Strictly speaking we know nothing whatever about the ultimate nature of the universe, so that in a sense the rigidly agnostic point of view is the only honest one. It is, however, unlikely that the majority of mankind will ever be rigid agnostics; it is too negative an attitude. Nor would it be desirable that they should, since in that case all philosophic thought and all religious feeling would cease. Philosophic thought and religious feeling are the work of people who prefer one view of the universe to another and try to defend it and to make it a basis for their lives. If, however, it is permissible to adopt and try to live by a hypothesis beyond what one actually knows, then belief in a personal God becomes one of the possible alternatives. As good an intellectual case can be made for it as for materialism or psychical monism. To the critic who argues that belief in God is an extension of early childhood phantasy, the reply can be made that so is every philosophy. There are men who are materialists because they think it is virile, and because they are deeply afraid of women and femininity. Moreover, religious belief can be a source of deep happiness, and if it be argued that this happiness springs from the sex instinct, the same can be said of all friendship and all artistic appreciation.

All this being so, one feels that children should be given a reasonable chance to accept the Christian religion if they wish. In most universities there are students who actively proclaim the anti-religious point of view, but there is usually also a flourishing Student Christian Movement, so that the individual has a genuine choice; he can hear both points of view well and intelligently presented, so that, whichever he accepts, he knows what he is accepting and what he is rejecting. There seems to be no reason why the older pupils in a free school should not be given a similar opportunity to hear both sides, and there seems to be no reason why the giving of this opportunity need spoil the atmosphere of friendliness and tolerance. It seems that the state of affairs at Summerhill is an accident due to the fact that the staff and many of the parents are anti-religious. At the same time, progressive

schools are perhaps liable to attract anti-religious people, since the rebel against conventional discipline is apt to be a rebel against religion too—sometimes because he has experienced a form of religion that is genuinely harsh and gloomy, and sometimes because there is an irrational connection between religion and his own sense of guilt.

An additional complication is that some of the deepest religious experiences are closely connected with guilt. The most typically Christian experience is probably that of feeling undeservedly forgiven at the price of suffering to God. This is the experience of which the Cross and the doctrine of the atonement have been symbols. Now there is little doubt that education at Summerhill tends to decrease guilt, so that if this type of education became general, people might become incapable of the typically Christian kind of religious experience. It would be a strange paradox if the carrying out of the teaching of Jesus were to make his death meaningless.

Must the Good Qualities of Children in Progressive Schools be Bought by the Sacrifice of Orthodox Sexual Morality?

Sexual morality is as controversial a subject as religion and as difficult. Since all shades of opinion exist from the believer in complete sexual freedom to the rigidly orthodox 'moralist' who will condemn a woman for divorcing a brutal drunkard, it is rather difficult to say how children should be educated or what view should be suggested to them. The situation is complicated by the fact that many 'moralists' condemn divorce more severely than they condemn irregularities of a less public kind. There is, however, a considerable body of people who feel that divorce should be exceptional, and that faithfulness for life to one person should be the rule for the majority. How would a parent who held such a view feel about sending his children to a progressive school? Sexual morality is not being undermined at Summerhill in any direct way. Children are certainly free to talk about sexual matters as they would not be in a conventional school. Children are also quite rightly taught that there is no harm in masturbation, and it is quite possibly this teaching combined

¹ Milner, M. *The Human Problem in Schools*, p. 172-173.

² Neill, A. S. *That Dreadful School*, p. 185.

with the freedom of speech about sex which causes much of the children's happiness, alertness and spontaneity. What is, however, disquieting is that a good many of the adults connected with progressive schools seem to believe in complete sexual freedom. The only reason that Neill gives to pupils for not having sexual intercourse in school is that society would not tolerate it.¹

On the other hand, it is arguable that the education given in Summerhill may actually fit pupils for marriage better than the conventional education does. The school is co-educational, and boys and girls there fall in love in their teens, to the extent that most of the older boys have a favourite girl and *vice versa*. The girls seem almost to omit the homosexual phase, which we have grown to look upon as normal. Neill states that there is no homosexuality among the boys.² So the individual educated at Summerhill is not likely to miss marriage entirely through having been fixated into homosexuality.

¹ Neill, A. S. *That Dreadful School*, p. 110-111.

² *Op. cit.*, p. 109.

Then again, sexual perversions are closely related to sadism, and the mild atmosphere at Summerhill, which evidently weakens children's sadistic tendencies, will probably cure some who would otherwise have been perverts. Again, some marriages become unhappy because one or the other partner is oversensitive about small hurts, and this tendency should be diminished by a school which makes children's super-egos milder. Moreover, a co-educational school gives experience in understanding the character of members of the opposite sex.

The precise effect of these factors is hard to measure, however, and it would be of great value if a study could be made of the sexual lives of adults in relation to the type of school they have attended. As far as I know, no systematic investigation has been made of the effect on the sexual lives of adults either of attending a co-educational school as against a school for one sex only, or of attending a school with self-government and a mild atmosphere as against a strict school governed by adult discipline. We do not at present know the relative effects on

a person's sexual behaviour of the formal moral teaching he had when young and of the deep inner stresses and strains which may be affected by a general atmosphere of mildness or severity.

Points of Likeness between Children in Summerhill and the Natives of Australia as described by Róheim

On thinking over my experiences at Summerhill, I realized that there are many points of likeness between the children there and the natives of Australia. In the first place, one of the main things Róheim noticed in Australia was the great happiness of the natives.³ He considers that it is impossible for civilized people ever to be so happy, and this in spite of the fact that the natives of Australia live in poor material circumstances compared with those of civilized people. Then the pupils at Summerhill are older for their age than most young people in our culture. They fall in love earlier with the opposite sex, missing out the homosexual phase, and they choose their future career on the whole earlier. They tend to leave

³ *The Riddle of the Sphinx*, p. 237, 279.

DISCUSSION GROUPS • BOOKS • LECTURES • CONFERENCES



"Let truth and falsehood grapple;
whoever heard of truth being put
to the worse in a free and open
encounter?"

JOHN MILTON

THE RATIONALIST PRESS ASSOCIATION LTD.

4, 5, & 6 Johnson's Court, Fleet Street,
London, E.C.4

Telephone: CENTral 8812

JOIN TO-DAY

Minimum Subscription only 5s. per annum



SUMMING UP

*A Quarterly Chronicle of Current Events
produced by Pathe Pictures, Limited.*

EACH issue of "SUMMING UP," which is designed to aid Secondary Schools in the teaching of Current Affairs, covers the salient features of world news during the preceding three months. Mr. A. L. Rowse, All Souls College, Oxford, is Historical Adviser.

The third issue includes the following events:—

Signing of Peace Treaties in Paris.
Viscount Mountbatten as Viceroy.
Vanguard at Capetown.
American intervention in Greece.
Conference of Foreign Ministers in Moscow.

BRITISH INSTRUCTIONAL FILMS LTD.

IN ASSOCIATION WITH **PATHE PICTURES**
FILM HOUSE, WARDOUR ST., LONDON, W.1

school at about sixteen in order to start on their career, or to take directly vocational training. They speak and vote rationally at school meetings from about the age of eight or ten onwards; it is only the very youngest children who speak off the point. Similarly, savages, in general, develop more quickly on the sexual side, and Róheim considers that the natives of Australia have far fewer sexual abnormalities than civilized people.¹ There is also some evidence that savages in general grow up more quickly than civilized people; Róheim mentions a boy of eight who was able to take the lead in his family during his father's absence.² Again, Summerhill children have no interest in religion in the ordinary sense of the word, but the younger ones are afraid of ghosts³ and I came across some evidence while I was there that the Cottage children were afraid of the dark. The natives of Australia, similarly, have a religion which consists almost entirely of belief in

demons. It is possible that when adults are mild, the more severe aspects of the super-ego have to be projected on to ghosts, demons or night terrors. Róheim again hints that the natives of Australia are more amiable and more equalitarian than civilized people,⁴ and Summerhill is a very amiable and equalitarian community.

All this should help us to clarify our minds as to the purpose of education. The most commonly avowed purpose is to train children to control their aggressive and cruel impulses and teach them to consider others. Now there is some truth in this; a child who is not taught to consider the rights of others does grow up egotistical, aggressive and neurotic. But education as we know it has another function which is not avowed so often or so openly, that of retarding and stunting young people's development, particularly in respect of sex, but in other respects too, of giving them a sense of guilt about life's more obvious pleasures, and of training them to endure hard and boring work. And the price of an education which does these things is that the sadistic and aggressive impulses of children and young people are fostered and encouraged, and gain in strength. Further discipline is then needed to confine these brutal impulses within the limits regarded by a given society as legitimate—and even when expressed within these limits they still cause misery. British soldiers have committed some quite unpleasant atrocities against E.A.M. men.

Conclusion

My main conclusion is that we need more schools of the same general type as Summerhill. We need them particularly as a source of knowledge of how to educate human beings to live without being brutal to their fellows. Much really vital psychology can be learnt in such a school. If all schools were exactly modelled on Summerhill, material standards and academic standards might fall, and religious feeling, philosophical thought, and sexual love might lose in depth. We have, however, a long way to go before all schools are exactly like Summerhill, and we need to know in far more detail what price we

are paying, and what price we need to pay, for the various values mentioned. Only then shall we be in a position to decide how great a price each is worth. Meanwhile, let those who fear educational experiment reflect on the bad products of the present educational system. The present system turns out a certain number of cynical egoists who care for nothing but themselves and their own money and power; some of them are in high places in British and American society, and Hitler could not have remained so long in power without their help. It turns out a certain proportion of petty tyrants who make miserable the lives of those under them. The present system turns out a certain number of anti-semites, and we have all seen the misery that race prejudice can cause. It turns out some insufferable prigs. It turns out a larger number of sexual perverts than most people realize, and many frigid wives. It seems possible that Summerhill turns out none of these, so that the multiplication of free schools, besides widening the frontiers of human knowledge in a vital direction, may prepare the ground for a saner society.

N.E.F. MEMBERS IN GERMANY

One or two members of the former N.E.F. in Germany would be grateful for parcels of food. Will those who can spare occasionally a small packet of rationed food send it to

MISS CLARE SOPER,
N.E.F.
1 PARK CRESCENT,
LONDON, W.1

Parcels will then be made up in the office.

Grateful thanks to the 'E.N.E.F. member' who so kindly sent chocolate in response to our appeal in the March issue.

¹ *The Riddle of the Sphinx*, p. 237.

² *Op. cit.*, p. 254.

³ *That Dreadful School*, p. 84.

⁴ *Op. cit.*, p. 241.

Unesco and International Understanding

Leonard S. Kenworthy

Education Section, Unesco,
19 Avenue Kléber, Paris, 16

THE attention of the world to-day is focused figuratively (as well as literally) on the erection of the skyscraper of the United Nations and its specialized agencies, a monolith which should become a great world centre as a symbol (as well as a fact). Meanwhile, Unesco is at work on a part of the 'foundations' of that super-structure.

To lay or even strengthen the foundations at the same time that a building is being erected is a dangerous and difficult job and one which should be undertaken only in the most critical circumstances. Yet, we are in the midst of such circumstances and the foundations must be set and strengthened even while the girders are being swung into place.

Given such a set of circumstances, how does one proceed?

The General Conference of Unesco in November and December, 1946, examined the plans for such foundation building, submitted by the Secretariat of the Preparatory Commission, and adopted them after considerable alteration. Then a lump sum, quite inadequate for the work outlined, was voted. Consequently, several weeks have been spent in re-drafting the blueprints and submitting them again to the Executive Board for approval. There has also been delay in assembling the skilled craftsmen who are to work on these foundations, since these workers have had to be assembled from all parts of the world and be persuaded to leave important and often lucrative jobs to engage in this urgent, difficult and yet thrilling task.

Nevertheless, Unesco is under way and real progress will be evident at the next Conference in Mexico City in November, 1947, showing that some of the foundations of international understanding have been strengthened so that the super-structure of world organization will have a more adequate base on which to rest.

Every part of the programme of Unesco is intended in one way or another to buttress this world structure by developing international understanding. The world-wide campaign for better

education opportunities for all people, known as the Fundamental Education programme, will contribute indirectly to this purpose. The study of obstacles to the free flow of ideas will promote this central aim of Unesco. The international expedition to the Hylean-Amazon region of South America will likewise assist in maintaining peace.

There is, moreover, one group of persons in Unesco charged specifically with the promotion of international understanding by direct means. Under their direction, there are six main projects. All of these have been given high priority and work has begun on most of them. The six projects are as follows:

An Inquiry into Education for International Understanding in the Schools of Member-States has been agreed upon and Part I of that Inquiry was launched in April of this year when a Suggested Guide for a study of what the Member-States are teaching about the United Nations and its specialized agencies was mailed to Ministries of Education in all countries belonging to Unesco. Other Parts of this Inquiry are being prepared by the Secretariat now, with the help of a panel of experts in this field, chosen from several countries.

A Seminar for Teachers on 'Education for International Understanding' will be held in Paris from July 21 to August 30, 1947, with two to five key educators from each Unesco Member-State in attendance. Dr. Howard E. Wilson, Associate Director of the Carnegie Endowment for Peace and former member of the faculty of the Harvard School of Education, will direct this six weeks intensive study of the psychological approach to the development of international understanding among boys and girls 10 to 18 years of age. The educators attending this Seminar will work on syllabuses, courses of study, booklets, etc. for use in the schools of their own countries as a very practical aspect of the Seminar.

International Relations Clubs in schools and outside of schools are to be encouraged and assisted by

Unesco as one means of promoting world-mindedness. As a first step in this programme, a lengthy list of suggestions for club activities has been compiled and circulated widely through Ministries of Education and international and national youth groups. This initial step has met with enthusiastic approval and further plans are being made whereby Unesco can stimulate such groups to wider and even more effective action.

The Improvement of Textbooks and Teaching Materials as Aids in Developing International Understanding has been considered of great importance, and a two-fold programme in this field is now under way. One aspect of this programme is the investigation by National Commissions, or groups designated by them, of textbooks and teaching materials up to the compulsory school-leaving age as to their treatment of international co-operation from 1918 to the present. National groups are also being asked to furnish suggestions on the criteria for any textbooks and teaching materials study related to international understanding. The other part of this programme is the collection by the Unesco Secretariat of all agreements between nations on textbook revision, the drafting of a set of criteria for surveys of textbooks and teaching materials, and a Report on the studies made by Member-States referred to above.

Adult Education for International Understanding is also very much to the fore as a potent factor in mobilizing world opinion for global peace. Small regional study groups are being planned at which leaders in adult education of various kinds may share in person to person relationships, their experiences in this field and their ideas and plans for furthering these aims through adult education. The findings of these small study Conferences will be widely disseminated.

The Exchange of Persons under carefully controlled conditions can also lead to the furtherance of international understanding, and Unesco is already serving as a clearing house of information on such exchanges. As a part of the Reconstruction and Rehabilitation

programme, it is arranging for fellowships and scholarships for persons in strategic positions in war-devastated countries to study abroad.

Each of these six projects will derive invaluable assistance from the fundamental research being conducted by Unesco on *Tensions Dangerous to Peace*, as well as from other work of the Secretariat.

Such are the projects for the cultivation for international understanding now being carried on by direct means within Unesco's total programme.

Yet, obviously, this job of foundation building is one in which everyone can and must engage, if the foundations for a peaceful world society are to be really firm. In this work, teachers have a

primary part to play for Unesco is quite aware of the fact that international understanding begins in the understanding by each person of his own personality and the development of right relationships with others—in the home, in the school, and in the community, and sometimes simultaneously, but usually much later, in the nation and in the world.

BODIES THAT WILL HELP

The following is a list of organizations with which we have recently been in touch and which are prepared to help teachers about education for international understanding. It cannot pretend to be comprehensive and it is not a 'guaranteed' list, though many of the bodies mentioned are old friends both of the magazine and its readers. We should be grateful if readers who have received help from organizations not listed would send us postcards telling us about them.—Editor.

BELGIUM: VOYAGES SCOLAIRES BELGO-LUXEMBOURGEOIS, 23 rue Henri Wafalaerts, Brussels.

School journeys—stay in families, etc., also for groups to visit Belgium. LA JEUNESSE BELGE A L'ETRANGER, 11 rue d'Egmont, Brussels, and BUREAU BELGE POUR L'EXCHANGE ESTUDIAN-TIN.

- (a) School Correspondence (13-26 years).
- (b) Organization of residence in families (14-26 years) either on exchange basis or as paying guests.

BOOKS ACROSS THE SEA, 54 Fetter Lane, London, E.C.4. Hon. Secretary, Barbara Bonner. (Circles also in New York, Edinburgh and Boston, Mass.)

An excellent collection of American books. Those received since 1941 are housed at the South Audley Street Public Library, London, W.1. People who are not able to pay the very small fee for membership can borrow the books on request through their own Public Library. Every month 40 new books cross the Atlantic in each direction to add to the four libraries, and among them there is always a proportion of books for children.

BOY SCOUTS' ASSOCIATION, 25 Buckingham Palace Road, London, S.W.1. Gen. Secretary, Mr. A. W. Hurll.

The Boy Scout International Bureau, set up after the first Jamboree held in London in 1920, exists to co-ordinate Scout organizations throughout the world. The work of the Bureau consists of the recognition of National Scout Associations, the organization of World Jamborees and Rover Moots, Biennial International Conferences of Scout Leaders, the publication of the monthly journal, *Jamboree*, the organization of Jamboree camps, interchanges of correspondence, etc.

Through what is known as the Link-up Scheme, Groups in Great Britain are being put in touch with Scout Groups abroad, and exchange visits made. World Jamborees are held every four years—this year in August some 40,000 Scouts from over 40 different countries are attending a World Jamboree in Moisson, France.

BRITISH SHIP ADOPTION SOCIETY, Dixon House, 1 Lloyd's Avenue, London, E.C.3. Secretary, Mr. S. E. Britten.

Schools belonging to the Society have made warm and delightful friendships with individual sailors and have received masses of strange objects and of little-known facts for the enrichment of their geography lessons and other allied subjects. Yet at the same time it has developed a real sense of world citizenship; many close associations have been formed with the personnel of allied ships which served this country during the war, and these associations have been continued into the days of peace, and similar societies have been formed in many of the Allied countries and are working in the closest collaboration.

A quarterly bulletin, *Our Merchant Ships*, is issued free to members.

CHILDREN'S LEAGUE OF FRIENDSHIP—a feature of 'Child Education', published at Montague House, Russell Square, London, W.C.1.

It aims, through letters from children in other lands, stories, etc., and coloured pictures of life abroad, to start children thinking internationally by helping them to discover that many of the children's interests are similar all over the World, and that by sharing these interests, they may begin to develop sympathy and understanding of peoples of other countries. Children of six and seven, and even five-year-olds, are interested.

CHINA CAMPAIGN COMMITTEE, 34 Victoria Street, London, S.W.1. Hon. Secretaries, Miss D. Woodman, Mrs. H. Selwyn-Clarke.

Aims (a) to provide an information service, to issue news letters and pamphlets for the people of this country, so that they can influence British policy towards the support of the democratic forces in China;

(b) to give encouragement to those of the Chinese people who support a representative democratic Government;

(c) to further the work of the Anglo-Chinese Development Society, which is giving constructive help to China through the Chinese Industrial Co-operatives and to assist the China Welfare Fund under the direction of Madame Sun Yat-sen, and other constructive projects in China.

Publishes a monthly news-letter and other interesting material and has a panel of English and Chinese speakers, whom it is always glad to send to schools.

CHURCH MISSIONARY SOCIETY, 6 Salisbury Square, London, E.C.4. Education Secretary, John Drewett.

The Society maintains about 500 Educational missionaries in Palestine, Iraq, Egypt, Kenya, Uganda, the Sudan, Nigeria, Sierra Leone, and various parts of India, Ceylon, China and Japan. At any time a number of these men and women is at home on furlough and the Society is very glad of the opportunity of arranging visits for them to schools. No fee is charged, the object is to interest the children in peoples of other lands and to shew them by means of photographs, films and exhibits, the life of other countries.

COUNCIL FOR EDUCATION IN WORLD CITIZENSHIP, 11 Maiden Lane, London, W.C.2. Secretary, Miss M. Luffman.

The educational organization of U.N.A. (see below). Its international activities include the arranging of journeys abroad and exchange visits; a scheme for overseas correspondence; an international News Service (wall sheets, monthly news-sheet, monthly map). Its local activities include

help with regional conferences, brains trusts, study circles, etc. ; a panel of speakers ; a loan collection of books, exhibition material ; advice on films, etc. Its national activities include conferences for young people, Nansen Pioneer Camps, competitions, the distribution of Messages, and the organization of the International Schools Fund through school collecting boxes.

CZECHOSLOVAKIA. *The Czechoslovak Institute, 6 Upper Belgrave Street, London, S.W.1.*

British Czechoslovak Friendship League, 20 Pont Street, London, S.W.1.

EN FAMILLE AGENCY, 20 Buckingham Street, London, W.C.1.

Arranging holidays in families—either on exchange basis or as paying guests ; also for those who take paying guests.

ENGLISH-SPEAKING UNION, 37 Charles Street, London, W.1. *Secretary of the Education Committee, Miss G. C. Cadogan.*

Apart from arranging Scholarships for teachers and schoolboys and the exchange of teachers, they have a Youth Committee. This Committee has arranged week-end Youth Conferences on the English-speaking world, in conjunction with local education authorities in different parts of the country, and has also provided speakers for supplementary meetings. It sends out on loan to schools and youth clubs, visual material including photographic sets, lantern slides, magazines, etc.

A scheme for the Interchange of British and American Youth is now under consideration by the Youth Committee, and it is hoped that it will soon be possible to arrange visits of American Youth to Britain and *vice versa*.

FRANCE : CORRESPONDANCE SCOLAIRE INTERNATIONALE, 29 rue d'Ulm, Paris, V. *Secretary-General, Mlle M. Brunot.*

This is an international organization for promoting friendship between the young people of different countries by means of correspondence. British schools wishing to correspond with French children should apply to the Modern Language Association, 5 Stone Building, Lincoln's Inn, London, W.C.2, who are the English agents for this Association.

GIRL GUIDES ASSOCIATION, 17-19 Buckingham Palace Road, London, S.W.1. *Publicity Secretary, Miss M. A. Sandeman.*

Guiding is established in twenty-eight countries, each of which has its own national Association, while maintaining contact with each other

through the World Association of Girl Guides and Girl Scouts. The British Girl Guides do this mainly by means of :

(a) *International Friendship companies* (i.e. the interchange of correspondence and ultimately visits between Guide and Ranger companies of different nationalities).

(b) *International camps* for Guides, Rangers and Guiders, which include invitations to camps in the British Isles, and the sending of British representatives to camps in other countries.

(c) *International Conferences and Training Courses* for Commissioners and Guiders (i.e. adult leaders) on Guiding as a whole or on a specialized aspect of it.

(d) *Visits* by individual members of the movement in Great Britain to foreign countries and *vice versa*.

(e) *Periodicals* issued by the Girl Guide Associations throughout the world are regularly exchanged between the Headquarters of the organization in different countries.

(f) *An International outlook* is fostered among members of the movement who have no immediate prospect of direct contact with Guides of other nations, by means of local activities intended to emphasize the world-wide character of the Guide movement.

IMPERIAL INSTITUTE, Exhibition Road, London, S.W.7.

Arranges correspondence with schools in the Empire.

INTERNATIONAL STUDENT SERVICE, 59 Gloucester Place, London, W.1. *Secretary, Douglas Aitken.*

Arranges University Study Tours ; International Conferences ; Relief work in Colleges and Universities in Europe and Asia. Makes and hires out to schools and elsewhere films of Student life in various countries ; publishes a monthly review, 36 pages, illustrated, containing much interesting material.

Schools who wish to send gifts abroad in money or kind and who are not yet doing so through any other agency may care to write to the I.S.S.

INTERNATIONAL TRAMPING TOURS, 6 Bainbridge Road, Leeds, 6.

Tramping abroad and in England, in groups. Send stamp for programme.

INTERNATIONAL YOUTH COUNCIL, 30 Pont Street, London, S.W.1.

Acts as a liaison between the various bodies in Britain which are affiliated to the World Federation of Democratic Youth (see below) and to educate young people in international affairs. Publishes the *International Youth News*, bi-monthly, price 4d. Runs an International Youth Centre at the above address with study groups,

plays and concerts, lectures, dances, library, etc.

An International Youth Rally is to be held in Prague in 1947, to which the I.Y.C. hopes to send 2,000 members.

LEAGUE OF THE EMPIRE, 124 Belgrave Road, London, S.W.1. *Secretary, Miss E. A. Doggett.*

Deals with the interchange of teachers between Great Britain and the overseas Dominions and between Dominion and Dominion.

MY FOREIGN CORRESPONDENT. A fortnightly letter for young people about life in other lands. Published by Meiklejohn & Sons, Ltd., 16 Bedford Street, London, W.C.2. (Specimen copy sent on application.) First issue—A Journey to the West Indies.

NATIONAL UNION OF STUDENTS, 3 Endsleigh Street, London, W.C.1.

International exchange correspondence.

Travel Dept. for holiday tours and faculty tours.

Student Exchange Dept. (for residence in families) also Work Exchanges arranged.

Affiliated to the International Union of Students in Prague.

NATIONAL UNION OF TEACHERS, Hamilton House, Mabledon Place, London, W.C.1,

has an International Relations' Committee—Chairman, Mr. R. Gould—which puts teachers in touch with schools both in this country and abroad, and puts visiting teachers from overseas in touch with what they want to see of education in this country. As a result of these activities a limited number of school visits are already being arranged through the teachers.

NETHERLANDS' ASSOCIATION FOR INTERNATIONAL YOUTH CONTACTS, Leiden, Rapenburg 45, Netherlands.

Arranges correspondence in English, French, German and Spanish with Dutch students of 15 and upwards. This is the very efficient Dutch end of the CORRESPONDANCE SCOLAIRE INTERNATIONALE mentioned above.

OFFICE DU TOURISME UNIVERSITAIRE, 137 Boulevard St. Michel, Paris, V. *Secretary, Mlle J. Aviet.*

Arranges visits for **Adult** students to France.

SCHOOL TRAVEL SERVICE, 28 Slades Hill, Enfield, Middlesex. *1 rue Auber, Paris 9e.*

Arranges travel for school parties, minimum 10 pupils, usually under 17.

SOCIETY FOR CULTURAL RELATIONS WITH SOVIET RUSSIA, 98 Gower Street, London, W.C.1. Secretary, Miss J. Todd.

The Education Department supplies speakers, advice on books, and visual material and arranges interesting Discussion Groups about the U.S.S.R.

SOCIETY FOR THE PSYCHOLOGICAL STUDY OF SOCIAL ISSUES. Secretary-Treasurer, Dr. Daniel Katz, 36 Berkshire Road, Rockville Centre, New York.

A group of several hundred social psychologists and allied social scientists with a particular interest in research on the psychological aspects of key social issues.

They publish a highly interesting *Journal of Social Issues* in the belief that there is great need for the social scientist to communicate his most applicable research findings and his most mature professional interpretations to the applied social scientists in government, industry, education, social work, group work, religious education, etc. Professor Goodwin Watson, who is well known to many members of the N.E.F., is closely associated with this Society. The magazine may be obtained in England from Dr. Elliott Jaques, Tavistock Clinic, 2 Beaumont Street, London, W.1.

SWEDISH INSTITUTE FOR CULTURAL RELATIONS WITH FOREIGN COUNTRIES.

Head Office: Sveavägen 42, Stockholm.
London Office: 49 Egerton Crescent, London, S.W.3.

The arrangement of study trips and lecture tours for Swedes in the countries in which they are appointed, and for foreigners visiting Sweden, the distribution of Swedish material of various kinds, such as books, articles, films and gramophone records, assistance in the organization of courses, congresses and exhibitions, and the promotion of a knowledge of Swedish literature and science in countries abroad.

SWITZERLAND: PRO JUVENTUTE, 8 Seefeldstr. 8 Zurich.

The central organization for all that concerns youth. Exchange correspondence, assistance in arranging visits for children and young people.

UNION OF DEMOCRATIC CONTROL, 34 Victoria Street, London, S.W.1. Secretary, Miss D. Woodman.

Publishes a two-way bulletin in English and German with more detailed articles on the German problem than the daily press can publish; also pamphlets on developments in Asia during and since the war; furnishes individual members

at short notice with up-to-date factual information about the fast-changing situation in most countries of the world.

UNITED NATIONS' ASSOCIATION, 11 Maiden Lane, London, W.C.2 Secretary, C. W. Judd.

Services of special value to teachers include Library from which schools may borrow boxes of selected books; Information section; publications (including monthly journal, *United Nations' News*); visual aids; meetings department which finds speakers. Work in schools carried out mainly through Council for Education in World Citizenship (see above).

UNITED STATES INFORMATION SERVICE, 33 Davies Street, London, W.1.

Is very willing to help teachers with information, films, etc.

WORLD FEDERATION OF DEMOCRATIC YOUTH, 2 rue de Montpensier, Palais-Royal, Paris, 1.

Makes arrangements for individuals or groups who wish to visit other countries, through its Travel and Exchange Bureau, 21 bis, rue de Chateaudun, Paris, IX. Publishes a monthly magazine in English, French, Russian and Spanish called *World Youth*. This body also organizes general campaigns based on the results of interesting questionnaires on the United Nations, Needs of Youth, etc. British enquirers should apply to the International Youth Council (see above).

WORLD FRIENDSHIP ASSOCIATION, 29 Portman Square, London, W.1.

Aims to promote international fellowship, good-will and understanding with the help of: correspondence, exchange visits, tours, the establishment of World Friendship Homes, etc. Quarterly magazine, *World Friendship Magazine*, free to members. Bulletin, *World Friendship Tidings*.

THE WORLD'S CHILDREN, 20 Gordon Square, London, W.C.1.

6d. monthly, yearly subscription 7/-; published by The Save the Children Fund. Half-way through its twenty-seventh volume and full of interesting and reliable news of children all over the world.

WORLD YOUTH FRIENDSHIP LEAGUE, 39 Forest Drive West, London, E.11.

One of the conditions of membership is to promise to correspond with one young person in another country. Publishes *The International Youth Review* quarterly.

The Church of our Fathers

by ROLAND H. BAINTON

Illustrated 12s 6d net

A history of the Church for young readers. The book is based on sound scholarship and has a wealth of illustrations from contemporary sources—illuminated manuscripts, woodcuts and drawings. The story of the Church, from the days of Paul to our own time, comes alive again in all its historic drama.

Approach to Christianity

by A. R. BIELBY

2s net

This book, written primarily for young people, tries to remove misunderstandings about the true meaning of Christian belief. "This little book will come almost as an answer to the prayers of ministers and Youth Club leaders who have to deal particularly with secondary and public school groups of youth. An excellent little book."—*Christian World*.

Contrasts: the Arts and Religion

by ALEC ROBERTSON

6s net

Scholarly and penetrating studies in which the author seeks to show that all great art is basically religious.

The Westminster Historical Atlas to the Bible

An entirely new production of value to all students of the Bible or of ancient history. It incorporates the latest discoveries, and the maps are outstanding in craftsmanship and beauty. There are 114 pages, 11 in. × 15½ in., 35 maps (33 in full colour), 77 photographs, and 8 pages of indexes. 25s net, postage and packing 1s.

THE WESTMINSTER SMALLER BIBLE ATLAS contains 16 of the most generally useful of the above coloured maps in a size 6½ in. × 9½ in., with an index, for school use. 2s 6d net

S.C.M. PRESS Ltd.

56 Bloomsbury Street, London, W.C.1

Book Reviews

Years of Crisis. Kenneth Ingram. (Geo. Allen & Unwin. 21/-).

Mr. Ingram has always shown himself to be a writer of courage. His latest book, *Years of Crisis*, is not only his most considerable work to date, but also his most confident—to publish a history of the complex events leading up to the second world war, and of the war itself, in the year following the close of hostilities is a bold act indeed. But the result justifies the daring. The book bears no sign of hurried workmanship. On the contrary, this record of the quarter of a century preceding Nagasaki is interestingly written, impeccably accurate, and embellished with a wealth of fact that clearly must have been the result of much painstaking research.

Mr. Ingram's method is that of the chronicler. He lets the facts talk. Some may consider this to be a weakness, because they will look for more of the conventional shape of written history; but others will see in this the book's chief virtue. Niceties of balance and symmetry, and neat conclusions, are graces that become some historical treatises well enough, but it is a moot point whether they do not sometimes too much save the reader the trouble of thought; whereas Mr. Ingram's chief objective is to promote thought. He contrives to unravel the complex, and clarify confusion, by the simple directness of his exposition, but he is himself loath to intrude; preferring for the most part to stimulate the reader to judge for himself.

Nevertheless, *Years of Crisis* by no means lacks philosophical content. Indeed, the sum total of effect of this book is one of considerable power. As the narrative progresses, we see appeasement, and political chicanery in all its forms, utterly condemned by their own consequences; we see proof in plenty of the deceit, dangerous lack of imagination, and cruelty of which men are capable; we see almost unbelievably foolish action from those in whom the people have put their trust, but, at the same time, the book is a statement of faith in mankind—in all mankind; for *Years of Crisis* is in both thought and content an international history. Because fundamental belief in mankind warms the whole, to relive, through the written word, the bitter follies and disgraces of the inter-war years, and the long struggles of the war itself, which might well have been an unpleasant (if salutary) experience, proves, in fact, to be quite the opposite. *Years of Crisis*, just because it succeeds so well in its recording and clarification of those immediately past events, of

which our present problems are the obvious outcome, prepares and steels us to face the present. Because it is informative, it is refreshing; to see clearly the source of peril is a less fearsome thing than to be fighting an unknown enemy in the dark.

In this connection, special mention must be made of Part I of the book, which covers the ground from the Armistice of 1918 to the outbreak of the second world war, because in this section Mr. Ingram gives us all the material we need to compare the aftermath of the last war with the period through which we are now struggling. This comparison inevitably provokes a number of questions. Will the Atlantic Charter go the same way as Wilson's fourteen points? Is UNO as a democratic organization as little loved by powerful vested interests to-day as was the League in 1919? Will disarmament talks again end in talk? And will the Red Bogey once more be successfully employed to consolidate the forces of reaction and divide those of the people, until the common man finds himself once more hopelessly enmeshed in a net that is none of his own weaving?

Mr. Ingram is optimistic because he has confidence in the ultimate sanity of mankind, but in the last four pages of the book—the modest allowance he permits himself for a personal conclusion—he makes it plain that he sees no cure in muddling unimaginatively along, nor in hope unsupported by right thinking and right action. He reminds us plainly that history has given us a revolution to deal with 'in the cultural, religious, and moral as well as the political and economic spheres'. He maintains that to work with and through that revolution is the only way to reverse the drift towards an even more deadly repetition of the 1918 war.

But how many clearly recognize the drift? There can be no doubt that too many have forgotten too much about 'what happened last time', while still believing they hold the essential facts well up in consciousness. This is a dangerous state of affairs. If for no other reason than that it is essential to make the vital comparison between the two aftermaths in terms of concise facts instead of vague memories, all who can procure a copy of *Years of Crisis* should make haste to read it.

James Hemming

Annals of Innocence and Experience Herbert Read (Faber, 10s. 6d.)

There is always fascination in tracking the sources from which an original personality has sprung, and

no one will question that Mr. Read, as poet, philosopher, and critic in several fields, has a mind as worthy of such exploration as any in England to-day. We are in debt to him for providing us with a reliable map, as candid in the spiritual essentials as it is modest and reticent about personal irrelevancies.

He tells us of his isolated country childhood—his description, previously issued separately as *The Innocent Eye*, is outstanding even in this age, when there is a literary boom in evocations of pre-1914 Dream Days. Now he has continued the story: grim school-days in an orphanage, adolescence in a bank, a modern university, the trenches, a desk at the Treasury, to be changed for another in the Victoria and Albert Museum—with some cost to his pocket but incalculable benefit to art in both education and industry. . . . Such is the external story. The inward adventure is not so easy to summarize. One must, and should, read the book.

There is some psychological comment especially worth pondering by parents, teachers, and writers for the young. 'Pity, and even terror', he maintains, 'are emotions which develop when we are no longer innocent, and the sentimental adult who induces such emotions in the child is probably breaking through defences which nature has wisely put round the tender mind. The child even has a natural craving for horrors. He survives just because he is without sentiment, for only in this way can his green heart harden sufficiently to withstand the wounds that wait for it.' Disappointingly, he says little of adolescence, 'the least genial period in the life of a boy', who, he argues, 'has lost the innocent eye of childhood and has not yet become an experiencing nature'. Not all will accept this suggestion of a spiritual vacuum.

Those who are primarily interested in Mr. Read as a poet will find an account of his own creative awakening and of what he calls his 'philosophy of composition'. The Imagist principles are not merely restated—they are illuminated by his own interpretations and the modifications which time has wrought in his attitude.

He writes with the same quiet, thought-provoking charm, whether he is discussing University education (should we aim at 'characters' or 'personalities'?) or gently puncturing Coleridge's attractive dream-bubble of the artist who creates the better for the financial security won by routine employment. Mr. Read's own record of authorship (and he is but one brilliant star in a galaxy of those who have combined an official post with literary distinction) might seem to

*The World's
Greatest Bookshop*
FOYLES
* * FOR BOOKS * *
*New and secondhand
Books on every
subject.*
We BUY Books, too!
119-125 CHARING CROSS RD
LONDON WC2
GERRARD 5660 (16 lines)
Open 9-6 (inc Sat)

support Coleridge's case. Mr. Read puts the other side, and at a time when the economic problem of the creative writer is very much in the spotlight.

Finally, as an anarchist (a term almost universally misunderstood in this country), he sets forth a general creed to which most of us would subscribe: '... To live in harmony with natural law—that should be our one sufficient aim. To create a society which enables the individual to pursue this aim is our political duty.'

Geoffrey Trease

**Pour La France. E. Saxelby, M.A.
Ginn & Co. Ltd. 3/6.**

This book was designed by the late Mrs. Saxelby as a School Certificate reader on the French Underground Movement and as 'a book that would have a fresh vivid appeal and would help to win back for France the respect and admiration of boys and girls'. It is doubtful if France, losing a battle which any other country might have lost under similar geographical circumstances, did indeed forfeit any respect worth having. Nevertheless, the book fulfils a purpose in collecting together these vivid reports of the individual wit and bravery of the men and women of the French Resistance Movement and introducing the student to the work of Antoine de Saint-Exupéry in the extract 'Mission Sacrifiée', from his book *Pilote de Guerre*.

The frontispiece is a portrait of General de Gaulle. Agreed he deserves a place in such an anthology, but even in 1945 when this book was planned, there were many who had long been wondering whether the man who inspired France in 1940 had not now become a menace to his country.

The first article in the book records his appeals to his countrymen to continue the fight. On 19th June, 1940, he urged Frenchmen: 'Tout Français qui porte encore des armes a le devoir absolu de continuer la résistance. . . . Soldats de France, où que vous soyez, debout!' A brave military appeal, but he might better have said: 'Aux armes, citoyens!' for the citizens rallied with their infinitely varied weapons—the high sharp heel driven inadvertently into the corns of the technological conqueror as he travelled in the metro, the clandestine printing presses, the methods of sabotage varying from elaborate inefficiency to high explosives, above all the astonishing courage of the individual who many times fought alone, died unknown, without the companionship of his fellows to inspire heroism.

The School Certificate student will learn some lively and colloquial French and begin to learn something about the complicated character of the French. Madame Machue is a good introduction: 'blagueur, moquer, pacifiste et cocardier, ne connaissant de la Marseillaise que le refrain, aimant la liberté, sachant mourir pour Elle sur une barricade, un fusil à la main'. One wonders if this is not perhaps a romantic conception, though she has a rude and ready tongue, is of uncertain age and disorderly appearance, probably beautiful when young. Yet again one is persuaded by an excellent photograph of her with her market bag in a setting which could be only French.

The all pervading misery of life under occupation emerges in 'Échappé à la Relève' by Elsa Triolet, and the pathetic phrase of the escaped Jean pricks the imagination: 'Il ne fait pas bon avoir vingt ans. . . ' a sorry world in which it is not good to be twenty years old.

A French-English vocabulary is appended as well as a list of suggested subjects for free composition, some of which are also suitable for debate.

After these studies it is to be hoped that the scholar will travel in France, equipped to appreciate not only the food, wine, architecture and other tourist pleasures, but the people who inherit this civilization.

The royalties of *Pour La France* are to be given to French children through the Save the Children Fund.

Jacqueline Saix

Going to the Cinema. Andrew Buchanan. 'Excursions' Series for Young People. (Phœnix House. 7/6).

Old-fashioned magistrates love to pontify about 'the influence of the cinema', but there is usually more prejudice than first-hand knowledge in the pronouncements they make on

the subject. The true influence of the cinema is far wider and deeper than they know. Its ripples radiate through the whole of our society—they do not stop at lapping the walls of the juvenile court. Nor will the Canute-like disapproval of Bench (or educationist) check the flood. Our concern should be (if we may elaborate our watery metaphor) to ensure that the flow fertilizes, and does not contaminate, the meadows of the youthful mind. There is only one sure guarantee: education to tell good films from bad, the traditional method we have always tried to apply to the older art-forms.

Mr. Buchanan has written a most entertaining grammar of the subject. Taking nothing for granted except a liking for the pictures, he challenges us with his first question: *Why go?* Excellent material, here, for any discussion-leader—but then so is the whole book.

He proceeds to deal, vividly and with admirable definition, with the making of a film, from the 'treatment' to the editing, making clear the job of each technician and its place in the step-by-step creation of the picture. Some of it is familiar. Not even the most myopic old magistrate will find it all fresh: not even the most knowledgeable young film fan will know it all. The excellence of the book consists in the comprehensive nature of the description—which never becomes long-winded, Mr. Buchanan tells us all we need to know, simply, brightly, and in due order, whether he is explaining the duties of the continuity girl or the occasional necessity for producing synthetic cobwebs for a scene in an empty house.

It is not, of course, a book which answers every question—what book

The Wellwood Heritage

By A. PERCIVAL NEEDLER,

6/- net, or post free 6/6.

This new contribution to literature, with the history of England as a background, has for its chief characters a fictitious family of Anglo-Saxon origin named the Wellwoods, whose story is traced from their landing on these island shores right up to the present time.

The book contains fourteen lengthy tales, each complete in itself and dealing in sequence with its own particular period, thus contributing to the progressive story of the family as a whole.

Its intrinsic value as a narrative and its accuracy of detail in relation to historical background should make a wide appeal.

Obtainable through all Booksellers.

A. BROWN & SONS, LTD.
32 Brooke Street, London, E.C.1

could?—but it is amazing how many it does answer in the short space of 160 pages. Do you know what an Editola is? Or when the cameraman needs a 6-inch lens? Or how the heroine croons with such excellent breath-control as she scrambles up the rocks? Can you define a reaction shot? If you know all those answers, you may find some stiffer questions in the book.

In later chapters Mr. Buchanan covers all *genres* of film—not forgetting the news reel, the cartoon, the advertizing short, the instructional, the special pictures now being made for the Saturday morning clubs, and even the educational film-strip. He writes of the star problem, of foreign films, of 'write-ups' and of genuine criticism. For good measure he gives us an index, a list of 'films that everyone should see', and 28 photographic illustrations.

What he does *not* give us (perhaps rightly, but it is fair to warn the reader) is a really searching and fundamental criticism of cinema-values as they are. Himself a film producer and founder of *Cinemazine*, Mr. Buchanan must be forgiven if, in these matters, he takes his world largely as he finds it. He is concerned with technical rather than social values. His main thesis is that if the cinema-goer develops a wider and better-informed appreciation of film technique, he will demand—and get—better films. He does not really square up to the basic social issue, that, as Hollywood has shown us to our dismay, technical perfection is not necessarily accompanied by the other virtues.

That issue, he may retort, would be better discussed in another place. Perhaps so. And any adult, on or off the Bench, would do well not to em-

bark on such a discussion with young people until he has armed himself with the kind of facts which *Going to the Cinema* so lucidly provides.

Geoffrey Trease

The Teaching of English : A Study in Secondary Education. Ian A. Gordon. (New Zealand Council for Educational Research and Oxford University Press, 7/6).

'The English which we must teach our children is English for the purposes and usages of everyday life . . . all other varieties of English must be consciously subordinated to it.' This is Professor Gordon's central thesis, which, after a brief historical survey of English teaching in Britain and New Zealand, he proceeds to develop with considerable vigour. Teachers and text-books of English have, he maintains, taken the wrong models. They have cultivated the ornate style of the nineteenth century rather than the plain directness of the eighteenth. The result has been, as he demonstrates with all too typical examples, that 'pupils have felt constrained to write of literary topics that were beyond them, and of emotional experiences that they could not possibly have encountered.' Even among University scholarship candidates, faced with a piece of pretentious nonsense, 44 per cent. were tricked into admiring it as fine prose.

Professor Gordon has sound things to say on the aims of English and the place of grammar in the modern curriculum—he calls for a simplified technical vocabulary of the subject. He disapproves, on the whole, of condensed adult classics for reading, and would prefer to use the classics of adolescence. The appendix contains a useful bibliography.

G. T.

Mishka and the White Reindeer. Alfred Wood. (Dent. 6/-).

This is a vivid little book—simple narration and dialogue, with plenty of excitement packed into its 28 large pages. It derives from the familiar folk-tale roots: setting, the Siberian forest; characters, solitary and benevolent old wood-cutter, waif left on his doorstep, sinister old witch, and an assortment of friendly fauna, including a particularly loquacious White Reindeer. Old Nicholai, already on intimate terms with all the forest creatures (for whose trapped paws and sick stomachs he is in the habit of dispensing First Aid), makes no bones about adding a human baby to his responsibilities, and looks after her until, on the breaking of a spell, the loquacious White Reindeer turns back into the long-lost mother. A short story which should hold any child who has not outgrown this

PRESENT QUESTION CONFERENCE

Selly Oak, Birmingham,

July 24-31

Subject : What is the critical problem in human relationships to-day?

Chairman : E. Graham Howe.

Speakers will include Sir Stafford Cripps, Sir Richard Livingstone, Prof. M. L. Oliphant, Prof. Wilson Knight, Dr. J. H. Oldham, Herbert Read, George Dickson, M. Channing-Pearce.

Board and Lodging from £3/3/-.

Inquiries to Secretariat,

37 Middleway, London, N.W.11.

school of fiction—though the most sensitive may not like the bit about the old witch 'with long black nails like claws, like an eagle's talons'.

The author's illustrations are really excellent—bright, clean lithographs, with gay, round little humans like those wooden, shiny-painted Russian dolls, and a most lovable menagerie of bears and hares, squirrels and foxes and such-like. I also have a soft spot for patient old Dobkin, the horse who draws the sledge through these enchanted Alfred Woodlands.

Geoffrey Trease

'A.D.' Historical News Sheets—1588 and 1789. (Allen and Unwin. 2/- per dozen).

I cannot, in all intellectual honesty, praise these papers, for I think they are only suitable for the light entertainment of very senior pupils and adults, who have a fairly sound knowledge of history to start with! I must say I got quite a bit of fun out of them and I found only one historical inaccuracy, but the application of modern phraseology and newspaper style to 1588 and 1789 is rather a jarring anachronism and tends to defeat one's ends in trying to develop a historical sense.

F.F.

[This note is by a very gifted young teacher in a Grammar School, who has at least long enough with each pupil to start the slow process of cultivating an historic sense. We should be much interested to hear the views of other teachers on these news sheets, the anachronistic form of which is certainly startling, but which do succeed in presenting a lively and comprehensive picture of certain outstanding years.—ED.]

SCIENTIFIC BOOKS

Please state Interests when writing

SCIENTIFIC LENDING LIBRARY

Annual Subscription from One Guinea

Prospectus on application

H. K. LEWIS & Co. Ltd.
136 GOWER STREET,
LONDON, W.C.1

Telephone : EUston 4282 (5 lines)

LETTERS TO THE EDITOR

DEAR MADAM,

I do sympathize with the feelings of Mrs. Sheila Gibbs who writes to you in the May number of *The New Era*. The point of view of the parent needs an advocate.

One may not be surprised to find no news of the good parent and the happy home in the daily press which mainly caters for the desire for sensation and gives much space to police court items. But one would expect more stress on the home life of the child, the very soil in which its roots grow, in the many educational journals of to-day.

More and more people are beginning to think that one of the best ways for parents to express their views and influence public opinion is through the work of parents' associations. These are becoming increasingly popular as both parents and teachers find that the Education Act has brought many problems as well as great opportunities. Where parents attend meetings of parents' associations many are often too diffident to speak at first while some few are apt to bore a gathering by a constant reiteration of a particular personal problem or point of view. But, in time and with good-will and a variety of interesting topics to discuss, a really inspiring camaraderie can develop, in which parents can meet one another and help each other by discussing mutual problems and parents can meet teachers as fellow human beings and often as fellow parents.

The idea of parents as a section of the community who ought to be represented on the management of schools and the administration of education committees is a rather new one which, while it produces alarm in some quarters, is beginning to be accepted by people who give thought to the deeper problems in educating the child in the art of living. Obviously parents must be grouped in voluntary bodies and must have studied problems of education before they can choose representatives to speak for them.

If there is no parents' association in the area where Mrs. Gibbs lives, perhaps she might consider getting a small group of people together to start one. It would be appreciated by so many parents who, to-day, are wanting to know how to do the best for their children at home, in school and in the choice of a career.

Yours sincerely,

Margaret A. J. Langford

(Chairman of the Parents' Guild)

76 Barrowgate Road,
London, W.4.

DEAR MADAM,

Mother love is as old as the hills. School meals and nursery schools are not, and therefore constitute news.

I agree with your correspondent,

Mrs. Sheila Gibbs, that parents sometimes get kicks at public meetings and in the press, but I cannot quite agree that schools come in for all the ha'pence. Parents and teachers are such important people that when they fall short they are easy targets. If mothers and fathers are criticized the more frequently, that implies an admission of their supreme importance to the child and a growing desire everywhere that they shall become more aware of their opportunities in a changing world. When a parent is actually cruel, public opinion is shocked because it finds such cruelty almost impossible to believe.

What distressed me most in Mrs. Gibbs' letter was her confession that she is developing 'an antagonism against the teaching profession as a whole'. When I read that I had just laid down a letter from a mother saying how she had 'lost her heart to the headmistresses' who spoke at last Saturday's Conference of the Home and School Council of Great Britain. Headmistresses and headmasters had been telling us of the wonderful fellowship existing in their parent-teacher associations between parents and teachers and of how much teachers learn from parents. 'Parents Do Matter' was the title of a lecture I gave for the Nursery School Association the very evening that I read Mrs. Gibbs' letter. When a child says 'My mummy' or 'My daddy' or a parent says 'My Johnny' or 'My Betty', something is being affirmed which is tremendous and mysterious. The press is not ordinarily the place for amplification of such a theme, although it is sometimes hinted at in the newspapers by the importance given to stories of gross neglect. Poets and painters have not the same need for reserve and reticence.

If Mrs. Gibbs will meditate upon the place of the parent and the place of the teacher she will not worry about the silence concerning Mother love nor grudge the teachers the modicum of praise and attention that is given to some new development in their sphere every now and again.

Yours truly,

G. A. LYWARD,

Chairman, Home and

School Council of Great Britain.

109 Fulham Palace Road,
London, W.6.SOME NEW
EDUCATIONAL FILMS

An attempt to appraise an educational film brings home vividly the difference between such films and those made for entertainment. The value of the latter can be assessed in the absence of a general audience, whereas a good educational film is not really complete without the presence of a teacher and a group of children. The value of each such film is

dependent therefore on the use that is made of it by the teacher and must vary a great deal in individual circumstances.

The following new films will be released in September by British Instructional Films, Ltd., Film House, Wardour Street, London, W.1:

Pelicans (3 mins.) and *Elephants* (4 mins.).

Two short Natural History films which are intended for ages 5-9, but could be used for a much wider range, especially before or after a visit to a Zoo. The first illustrates clearly and simply the characteristics and habits of the pelican, and the second contrasts the lives of a zoo elephant and an elephant working in the Burmese jungle.

Newspaper Story (12 mins.).

An account of what happens from the time when an incident is reported by a journalist until its appearance in the next morning's newspaper. There was much in this film which was not clearly enough explained, especially as few teachers would have the necessary technical knowledge to answer questions about it.

They Bring you Fish (10 mins.).

This seemed the most successful of the silent films. It is one of the series *People Who Help Us*, and shows the fisherman's departure in the early hours, the outward sea trip, the landing of the catch, the return to port, and the sale in the market. The photography is excellent and so vivid that it brought back the very sounds and smells of the sea, the fish and the sea-gulls.

What Happens Next? (3 mins.).

This is the first of a series of unfinished episodes intended as aids to English composition. The subject—the attempt of a policeman to catch a burglar—seemed a little unsuitable, but it will be interesting to see how this U.S. teaching technique works out in future episodes and appeals to British teachers.

Summing Up, No. 2 (10 mins.).

Readers of *The New Era* will no doubt remember the article on this series by Mr. de Denne in the May issue, under the title 'The Film in Current Affairs'. I should like to see this series shown in public cinemas in place of the often very unsatisfactory newsreels. The greatest value of these sound films, I think, is their emphasis on the connection between all the multifarious events of the world and on how they react upon and inter-act with each other, teaching vividly that the world is no longer composed of many separate nations but is one great community. British Instructional Films have certainly hit on a brilliant idea in this series, and I am very glad to have had the opportunity of reviewing this issue.

F. Peett

Directory of Schools

FRENSHAM HEIGHTS FARNHAM SURREY

Headmaster : PAUL ROBERTS, M.A.

Frensham Heights is a co-educational school containing at present 140 boarders and 45 day pupils equally divided as to sex and equally distributed in age from 7 to 18.

The school stands in a high position in 170 acres of ground and is exceptionally fortunate in its accommodation and equipment.

Fees : £180 per annum inclusive

About three scholarships are offered annually

For particulars apply Headmaster

BADMINTON SCHOOL

Westbury-on-Trym

:: BRISTOL. ::

Junior School 6 to 11 years

Senior School 12 to 19 years

The School is situated in large grounds and within easy reach of Bristol, so the older girls are able to enjoy many of the advantages provided by a University City. A high standard of scholarship is maintained and at the same time an interest in creative work is developed by the practical and theoretical study of Art and Music. There are weekly discussions on World Affairs and more intensive work on Social and International problems is done by means of voluntary Study Circles.

Apply to The Secretary.

DARTINGTON HALL TOTNES DEVON

Headmaster : W. B. CURRY, M.A., B.Sc.

A co-educational boarding school for boys and girls from 2-18 in the centre of a 2,000 acre estate engaged in the scientific development of rural industries. The school gives to Arts and Crafts, Dance, Drama and Music the special attention customary in progressive schools, and combines a modern outlook which is non-sectarian and international with a free and informal atmosphere. It aims to establish the high intellectual and academic standards of the best traditional schools, and the staff therefore includes a proportion of highly qualified scholars actively engaged in research as well as in teaching. With the help of an endowment fund it is planning and erecting up-to-date buildings and equipment.

Fees : £120-£160 per annum.

A limited number of scholarships are available, and further information about these may be obtained from the Headmaster.

ST. MARY'S TOWN & COUNTRY SCHOOL

TOWN DAY SCHOOL :

38 Eton Avenue, London, N.W.3

PRIMROSE 4306

**COUNTRY BOARDING SCHOOL:
Stanford Park, near Rugby**

Telephone : SWINFORD 50

150 acres of parkland with river and lake
SWIMMING, BOATING AND RIDING

Possibility of Interchange between the two schools, realistic approach to progressive education, special methods in Language and Arts, sound academic work. Co-ed. 5-18

Principals :

Henry Paul, M.A. & Elizabeth Paul, Ph.D.

MONKTON WYLD SCHOOL, nr. CHARMOUTH, DORSET

Principals : CARL AND ELEANOR URBAN.

Practical and cultural education for boys and girls (8-18). School life and curriculum planned to help children to develop into co-operative and constructive citizens. School farm ensures healthy diet. T.T. cows.

Fees : £135.

Directory of Schools—continued

KENBURY HOUSE EXMINSTER, DEVON

Kennford 356

Francis and Esther Kitto welcome children with or without their parents for long or short visits.

The group of children is limited to twenty, aged from birth to nine years, and we are ready to take part or entire charge.

Lessons are provided during term time for those over four on the voluntary basis. Special attention is given to diet on Food Reform lines.

The garden is large and safe, and the children can roam freely; there are the minimum of "don'ts," and we aim to give parents the much-needed rest so many of them have earned in the past years.

Details from Francis Kitto, M.A.,
at the above address.

WENNINGTON SCHOOL WETHERBY.

Founded 1940. Boys and Girls, 8—18.

A new type of Boarding School, well-organised and efficient without losing the family quality of life. Wholesome vigorous community providing a training in disciplined co-operation and practical social responsibility. Well balanced curriculum. Graduate teachers.

KENNETH C. BARNES, B.Sc.

Schools for boys and girls
from 3½ to 14 years

**LITTLE FELCOURT
and
FELCOURT SCHOOLS,**

EAST GRINSTEAD, SUSSEX,

are founded on the Montessori Idea and aim to
create the happy free atmosphere of a real home.

Particulars from the Principal

ELMTREES, GREAT MISSENDEN, BUCKS.

(Boarding and Day School for Boys and Girls 5 to 12 years)
and LITTLE ELMTREES (for the under-fives).

Progressive education combined with a happy home life in an atmosphere of freedom. Art, Music, Drama and Dancing under specialist teachers are part of the school curriculum.

The school is situated on the fringe of the little village of Great Missenden, within five minutes walk of the station, with frequent train service to Baker Street and Marylebone.

The houses (adjoining properties) are chiefly Georgian in character, and the grounds of nearly 10 acres open on to the wooded slopes of the Chiltern Hills.

FEES: £135 per annum. Under-fives £120 per annum.
Entire Charge (holidays included) £160-£180 per annum.
Principal - Miss M. K. WILSON. Tel.: Gt. Missenden 407.

THE GARDEN SCHOOL Wycombe Court, Lane End Nr. High Wycombe

Boarding School for girls (4-18). Estate of 60 acres in the Chiltern Hills. Sound academic work, with consideration for individual needs. Large staff of graduates. Vegetarian and ordinary diet. Open-air swimming pool.

FEES: £130 to £175 per annum.

Principal: Mrs. M. A. ORMROD, B.A.

HURTWOOD SCHOOL

Peaslake

Nr. Guildford

Co-educational from 3 years.

Modern building equipped for children in beautiful and healthy surroundings. The school aims at a high standard of scholarship in addition to health and happiness.

It wishes to attain a constructively progressive outlook without reaction, and believes that this can be done where tolerance is based upon sound knowledge and understanding.

Full particulars from the Principal:
JANET JEWSON, M.A., N.F.U.

Wychwood School, Oxford

RECOGNIZED BY MINISTRY OF EDUCATION

Maximum of 80 girls (half day pupils) aged 10-18. Small classes, large graduate staff. Education in widest sense under unusually happy and free conditions. Exceptional health record. Elder girls when not entering universities can either specialize in Drawing, Design, Languages, Music, Handcraft, or take year's training at Wychlea (Domestic Science House). Playing fields, bathing pool.

Principal: Miss MARGARET LEE, M.A., (Oxon.)
Late University Tutor in English.
Vice-Principal: Miss E. M. SNODGRASS, B.A. (Oxon.)

PENDRAGON HALL

59 Bath Road, Reading, Berks.

A co-educational boarding and day school for children between 5 and 14 years of age. Original curriculum designed to foster individual growth and social responsibility.

Also TRAINING SCHOOL FOR MARGARET MORRIS MOVEMENT (Southern Centre)

The new Theatre is being built and there are vacancies for students (aged 14 or over) who wish to make a career of Margaret Morris Movement in its teaching, medical or stage aspects. Dennis March, B.A. Sylvia March, L.R.A.M. Claire Cassidy, M.M.M.

THE BELTANE SCHOOL

Shaw Hill, Melksham, Wilts. Boys and girls from five to eighteen.
Good academic standards.

SHERWOOD SCHOOL, EPSOM.

is a co-educational community which attempts to carry into the practice of its economic, political, and personal relationships the full implications of the maxim 'from each according to his ability, to each according to his need.'

Boarding (8-18), Day (3-18); usual subjects and games; S.C. and H.S.C. Excellent centre for S.W. London.

LONG DENE CHIDDINGSTONE, EDENBRIDGE, KENT

Directors :

J. C. GUINNESS, B.A., KARIS GUINNESS, R. G. H. JOB, B.Sc.

A group of a hundred children of all ages and forty adults, creatively concerned with education, agriculture and the arts.

PROSPECTUS FROM THE SECRETARY

ST. CHRISTOPHER SCHOOL LETCHWORTH

is an educational community of some 375 boys, girls and adults. The five school houses provide living and teaching accommodation for children from 6 to 18. It is situated on the edge of the Garden City, amidst rural surroundings and beautiful gardens. There is now a considerable waiting list, and early application is desirable for possible vacancies in 1950.

BEDALES SCHOOL

PETERSFIELD HANTS (Founded 1893)

A Co-educational Boarding School for boys and girls from 11½-18. Separate Junior School for those from 5-11. Inspected by the Ministry of Education. Country estate of 150 acres. Home Farm. Education is on modern lines and aims at securing the fullest individual development in, and through, the community.

Headmaster : H. B. JACKS, M.A. (Oxon.)

PINEWOOD, AMWELLBURY, HERTS.

Home school for boys and girls 4 to 14, where diet, environment, psychology and teaching methods maintain health and happiness.

Elizabeth Strachan.

Ware 52

BEVERLEY SCHOOL

WOLFELEE, NR. HAWICK.

Progressive Co-Education. Boys and Girls from 3 years old. Healthy happy environment.

Special attention given to diet.

Entire charge and holiday arrangements made when necessary for children whose parents are abroad.

Telephone : Bonchester Bridge 2.

OAKLEA

BUCKHURST HILL, ESSEX.

Recognized by Ministry of Education.

Girls to 18. Centre for Oxford Examinations. P.N.E.U. programmes followed.

Acting Principal : MISS BEATRICE L. SEARL.

MOIRA HOUSE SCHOOL EASTBOURNE.

Telephone 210.

Recognized by the Ministry of Education.

Boarding School for Girls from 6 to 18

Principals : Miss GERTRUDE A. INGHAM.

Miss MONA SWANN.

Vice-Principal : Miss EDITH TIZZARD, B.A., Hons. Lond.

ST. CATHERINE'S SCHOOL, Knole Park, Almondsbury, near Bristol.

Co-Educational Boarding. All Ages.

400 feet up, looking on to Channel and Welsh Mountains.
Food Reform Diet.

Open-air Swimming Pool. Music. Art.

35 guineas per term.

Ralph Cooper, M.A., and Joyce Cooper.

MOORLAND SCHOOL CLITHEROE, LANCS.

Co-educational 3-12 years. Tel. Clitheroe 8.

The children lead vital, constructive lives, doing work of high standard in a happy natural atmosphere. Food reform and meat diets. Nature cure methods. Out-of-door activities.

Co-principals : Miss D. E. King, L.L.A., and Miss A. E. Crane.

BUNCE COURT SCHOOL, Otterden, Faversham, Kent. Co-educational, progressive, recognised M. of E. Prep. for School Cert. Artistic and practical activities. Healthy food from own garden. Enquiries to : Anna Essinger, M.A., Principal.

THE MOUNT SCHOOL, MILL HILL, N.W.7. Large qualified staff, small classes, centre for Oxford Higher and School certificate Examinations. 30 boarders, 90 day boarders, 5-18.—Mary Macgregor, B.A. (Lond.), Camb. Teachers' Diploma.

SUBSCRIPTION FORM

THE NEW ERA, 1 PARK CRESCENT, LONDON, W.1

I enclose 12s. (or \$2.50) being subscription for One Year from.....

NAME
(Block letters. Please state whether Mr., Mrs., or Miss)

ADDRESS
.....

Edgewood, Greenwich, Connecticut.
A Boarding and Day School for Boys and Girls from Kindergarten to College. Twenty-acre campus, athletic field, skating, skiing, tennis and all outdoor sports. Teachers' Training Course. Illustrated Catalogue describes activities and progressive aim.
E. E. LANGLEY, Principal 201 Rockridge.

ST. CHRISTOPHER'S SCHOOL, Belsize Lane, Hampstead, N.W.3, has now re-opened (Boys and Girls). Head Mistress: Miss V. H. Wright. The Boarding School (Girls only) is still with Glendower School at Sydenham, Lewdon, Devon.

PINEHURST, Goudhurst. On the beautiful Kentish Weald. Progressive School. Co-educational 3-12 years. Sound education. Crafts. Riding. Food Reform Diet. Sun and Air Bathing. Excellent health record. Miss M. B. Reid, Principal.

THE FROEBEL SCHOOL, DATCHET, BUCKS. School of 40 children run on Activity Methods with support of Parents Group. Small group of weekly Boarders 5-6 years of age. Week-end escort to and from Waterloo, Miss Throndsen, N.F.U., Miss Underwood, N.F.U.

GREAT SARRATT HALL, SARRATT, HERTS. Nursery and Preparatory Boarding School for children from birth to 10 years. Parents and school work in close co-operation. Group limited to twelve children. Qualified resident and visiting teachers. Principal: Gladys Raymond.

THE COURT HOUSE, PAINSWICK, GLOUCESTERSHIRE. Preparatory Boarding and Day School, boys 4 to 9 years, girls 4 to 12 years. The school aims to give a wide education on modern lines. Agnes Hunt, N.F.U., Evelyn Walters, N.F.U.

STANWAY SCHOOL, DORKING. Home and Day co-educational Preparatory School to 14 years. Nursery Class. Specially designed building on high ground. Education as an atmosphere, a discipline, and a life.

HIGH MARCH, BEACONSFIELD, BUCKS. A Progressive Preparatory School for girls from 5 to 13. The school aims at giving a sound education with special emphasis on art, music, and creative activities. Miss F. H. Perkins and Miss E. B. Warr.

Directory of Training Centres

SPEAKING AND WRITING lessons (correspondence or visit), 5s., classes 1s. 6d. Special help to young people, foreigners, stammerers, etc., and to anyone finding difficulty in reading, writing, or speaking. Miss Dorothy Matthews, B.A., 32 Primrose Hill Road, London, N.W.3. PRImrose 5686.

THE CHARLOTTE MASON METHOD (P.N.E.U.). For the education of children (ages 4½ to 18) at home or in schools (including overseas).

Apply Director, Parents' Union School, Ambleside.

POSTS VACANT AND WANTED, etc.

ST. SWITHUN'S SCHOOL, WINCHESTER—Required in September, **HOUSEMISTRESS** for boarding house of 40 girls. Candidates should be able to supervise the domestic organization of the house. A Communicant member of the Church of England essential: salary from £250 p.a. resident. An Independent Day and Boarding School, with 6 boarding houses. Apply immediately to the Head Mistress at the School.

PENDRAGON HALL, READING—WANTED in September, for this co-educational school, a man or woman to be responsible for Art and English. An interesting job for anyone with imagination and initiative. Apply to the Headmaster.

PAYING GUESTS—Two French families wish to send boys of about 15 to English families for two months from July 20th. Will pay up to £3 a week. Box No. 340.

SECRETARY - SHORTHAND - TYPIST, educational and editorial experience and interest in arts, wants Saturday morning work in London area. Box No. 341.

JOSÉ SINGLETON, CREATIVE MOVEMENT—Will anyone who wrote to the Studio, please write again to private address: 21 Portland Road, Holland Park, W.11, as some letters were lost.

OPPORTUNITY to put 17 years' teaching and administrative experience in progressive schools at the service of children wanted by married man aged 48. Geog. to S.C., Junior Maths., Woodwork and Printing as subjects. Wholehearted co-operation offered—full responsibility sought. Morrish, Stanford Park, nr. Rugby.

FOR SALE, Goodwill and furniture of well-established Food Reform Co-educational country boarding-school in North. Children to 12 years. Owners retiring. House on lease. Box No. 339.

WANTED, for September, for group of children 9-12 years, experienced progressive teacher. Scope for anyone with enthusiasm and initiative. Games, Art, Crafts, tracking, desirable extras. Moorland School, Clitheroe, Lancs.

SLADNOR PARK SCHOOL, Maidencombe, Newton Abbot, Devon, now open for problem children. Prospectus from Tom and Alice Moon.

THE NEW ERA

UNIVERSITY OF LONDON INSTITUTE OF EDUCATION

NOT TO BE REMOVED FROM THE LIBRARY

AN INTENSIVE READING PROGRAMME IN A SPECIAL SCHOOL

HERBERT C. GÜNZBURG, B.A., *Monyhull Residential Special School, Birmingham.*

EVEN in children with subnormal intelligence backwardness in Reading is not necessarily due only to their inferior mental capacity. If a child's Mental Age is taken to represent his intellectual capacity, any of his achievements which fall below what may be expected of his Mental Age must obviously be due to causes other than intellectual deficiency and we may justifiably assume that they have been caused mainly by emotional difficulties. External factors like irregular school attendance, bad eyesight, auditory defects, etc., may have played their part, but can generally not alone be made responsible for serious shortcomings.

If boys who had been reading-failures in the past achieve suddenly conspicuous successes, it is important to know what in particular has been responsible for these improvements. Such sudden improvements may best be brought about and studied in an environment under controlled conditions; I have conducted an experiment at Monyhull Residential Special School, about which a paper giving a detailed description of methods and achievements will, it is hoped, be published shortly. The present paper discusses mainly the influence of environment and personality on the scholastic success of such a scheme.

The Experimental Group

The experiment took place in a senior class of a Residential Special School, and had primarily the aim of improving skill and accuracy of

reading of the 30 boys concerned and of heightening their level of comprehension. The Intelligence Quotients of the boys varied from 55 to 92, clustering mainly round about 70. The chronological age of the youngest boy at the beginning of the experiment was 12, that of the oldest nearly 16, whilst most of the boys were between 13 and 14. The Mental Ages varied between 6.10 and 11.9, but most of the boys had a Mental Age between 9 and 10.

The boys are generally labelled mentally defective and I should like to emphasize here that this term does not always point to an inherent inferiority of intelligence only, but also to inferiority of Libido which is responsible for a marked inability to adjust successfully to slightly difficult conditions. This lack of directed drive and a great suggestibility, together with pronounced feelings of anxiety and inferiority, account largely for the boys' rather wild and chequered career in the past and for a very

characteristic demand for security and love. A great percentage of the 30 boys had been persistent truants and perpetual absconders from previous schools and institutions, had been declared unmanageable by their parents and had been pilfering, 'gas-metering' and house-breaking. As their intelligence is in many cases about border line, it should present no real problem, were it not for the fact that they are unable to direct their limited amount of available intelligence.

A further set of problems arise from the fact that many of the children are starved of the natural emotional atmosphere of home and family, as they are illegitimate, orphans or neglected. Many of them are institutionalized children, whose outlook on life is limited by the four walls of the institution. It would be utterly unfair to neglect the importance of these factors when estimating the intellectual capacities of these children. In fact many problems in teaching arise not so much from the fact that these are mentally defective children but that they are institution children and have been so for a long time past.

All these children are now under the constant care of a psychiatrist and in fact the whole institution, with school and children's homes, is run according to modern psychological principles. Behaviour difficulties are regarded therefore in the majority of cases not as crimes but as 'symptoms' indicating need for specialized psychotherapeutic treatment.

The Reading Ages in Accuracy

CONTENTS

	Page
AN INTENSIVE PROGRAMME IN A SPECIAL SCHOOL—Herbert C. Günzburg, B.A.	165
SADLERS WELLS SCHOOL—AN EXPERIMENT IN EDUCATION—Arnold L. Haskell, M.A.	173
A SCHEME OF VOCATIONAL GUIDANCE IN TEL-AVIV—David Reifen ...	174
A NEW POLICY—Theodore Brameld.	177
CIVILIZED VALUES ?—J. M. Aitkenhead	181
BOOK REVIEWS	183
PICTURES FOR SCHOOLS—John M. Aitkenhead	185
THE FILM IN CURRENT AFFAIRS—A. K. de Denne	188

as measured by the Burt Test varied from 5.7 to 11.6 at the beginning of the experiment. In many cases this was well below the children's Mental Ages, in some few cases it equalled and in some cases it was above their Mental Age. Burt's Comprehension Test showed that all boys (except for one) scored far below their Mental Age, though it must be added here that this test is, in my opinion, by no means fine enough an instrument to give a reliable indication of a pupil's level.

Achievements

After having been subjected for six months to a reading drill described in the next section, the group was retested on the Burt Test and showed considerable improvement. The test indicated that two boys had improved during that time by more than 3 years, ten boys had increased their Reading Age by between 2 and 3 years, 12 boys had gained between 1 and 2 years, and six boys had improved by between half a year and a year. The greatest improvement was 3.4 years, the lowest 0.6 months, and the gain of the group worked out to be 1.8 years on the average.

Comparing these results with the test results of the previous six months when no reading drill was given, this same group—less five boys—showed only gain of 0.4 on the average. The most successful reader during that period had improved by 1.6 years, whilst the poorest reader had lost 0.5 months on retesting.

The three-and-a-half months following the drill were devoted to exercises in Logic designed to increase Comprehension, an aspect of reading which had been disregarded completely in the first six months. The test after the training showed that 73 per cent. of the boys had gained by at least 1 year. This compares favourably with the preceding six months when only 33 per cent. of the boys showed improvement.

Method

The Experiment which lasted a whole year had two sharply differentiated aims: the first was solely concerned with raising the Reading Age in Accuracy and Comprehension in a short time; the second

was to study the reactions of children of this type to a task which had been loathsome previously, and to investigate the conditions which favour such an Experiment. To appreciate the lack of enthusiasm about the proposed Reading Programme it must be borne in mind that the group included a good percentage of older boys, more or less non-readers, and others whose opposition to school-work, in particular reading, had led to serious behaviour difficulties in the past.

The summer holidays divided the Experiment conveniently into two unequal parts, the first of which, lasting six months, was entirely taken up by reading drill for Accuracy, whilst the remaining three-and-a-half months were devoted to exercises in Logic, designed to develop habits of methodical and thoughtful approach.

It was possible to adapt the timetable during the first part of the Experiment in such a way that the boys received instruction in small groups of ten. Reading drill and silent reading together took up a quarter of the time available for lessons.

Boys below a Reading Age of 9 were instructed by a combination of 'Look-and-say' Method and Phonic training. All boys above a Reading Age of 9 received a reading drill basing on 'syllabication'. A vocabulary of about 2,000 words was grouped according to identical endings or beginnings, to letter combinations occurring in the middle of words, etc. For example, words ending in -tial, -cy, -que, or beginning with ps-, ph-, theo-, etc. were drilled in groups, as were words containing letter combinations like -th-, -ph-, etc.

Exercises to improve Comprehension consisted mainly of short Reasoning problems like: 'John runs faster than Bill, but Bill . . .' or of instructions like: 'If you read this in school underline the last letter of the first word unless . . .' or of short paragraphs with attached questions about the paragraph.

The Silent Reading lasted between three and four hours a week and gave each boy a chance to read a library book suitable for his Reading Age and interests. The classroom library contained about 200 different books and a questionnaire enabled me to check



Interest

COMPELS ATTENTION!

All eyes are focused on the screen. British Instructional Films in association with Pathe Pictures is now actively producing a series of films and filmstrips to meet the most urgent needs of the school curriculum. By the Autumn of 1947 at least sixty subjects will have been completed as a result of intensive research and programme planning by experts who understand the problems of the teacher through their own classroom experience.



BRITISH INSTRUCTIONAL FILMS LTD

in association with PATHE PICTURE

Film House, Wardour Street, London, W.

understanding and to recommend suitable book next time.

Perhaps before discussing the theory behind this method, readers might care to have the case history of one of the boys concerned. Others will follow at the end.

Trevor B., age 13.8, is a case in particular. Despite his high I.Q. of 85, he was described as a hopeless non-reader when he came to us, and had all the makings of a classical text-book case. In June, 1944, he showed a Reading Age of 5.4 and a year later it was still 5.4, which indeed seemed to confirm the previous report. At the beginning of 1946, when the Experiment started, his Reading Age was 5.7, but after six months' training he scored 6.5, a modest, but in a case like this, very appreciable gain. Retested in December, after receiving further drill, he had reached a Reading Age of 7.

My notes during that time stress again and again the very pronounced criticism he offered as a sort of running commentary whilst he was reading. 'Why do they write it if they don't pronounce it? . . . Why do they say once that and once this about that letter? . . . This is silly. . . . That does not look like it. . . . This is spelled wrongly. . . .' Though Trevor seems to be completely taken up with criticizing the task before him, it happens not infrequently that he interrupts himself suddenly in the middle of his laborious spelling, crying out cheerfully: 'We have "dough" for dinner to-day' I had to give him instruction by himself in after-school hours as his attention was so easily distracted. In my school report I described him as 'friendly, rather vague. He thinks the world round him very funny indeed. He is inclined to criticism, sometimes surprisingly logical but usually showing a very infantile behaviour.'

The psychiatric analysis does perhaps explain why a boy of his intelligence made such poor progress in Reading. 'Intelligence 100, Capacity 80-85. Very good logical ability, but afraid of thinking on abstract lines, taking refuge in criticism and hypercritical accuracy. He wants to be very accurate and is therefore afraid of a general logical conclusion. . . . Voluntary attention not good. . . . Needs a lot of prodding. . . . Inclined to hostile criticism. Sudden patches of rather childish thinking. . . . Good deal of anxiety and inhibition. . . . Pretty self assertive, lacks directed drive, responds to authority, co-operative up to a point but may be a rebel at heart. . . . Intellectual efficiency impaired by maladjustment which is certainly of long standing.'

Theory

As stated before, many of the boys in the group had been reading failures and had developed a certain aversion to Reading. It was conceivable, indeed extremely likely, that any prolonged reading task which taxed the endurance of the boys too much and smelled too much of 'school', would lead to cases of absconding, defiance, resentment, etc. It is true that psychiatric treatment and a sheltered environment had dispersed much of the former hostile and resentful attitude towards school and the children had learned that the adults round them were by no means so hostile as they had once assumed. The comparatively free and easy atmosphere of school and institution had taken the strain off them; they knew that 'results' in scholastic work were not decisive; they had not to compete with others and there was no need for them to make up for deficiencies by anti-social means. Nevertheless a prolonged Reading-Scheme which demanded a certain amount of interest, co-operation and staying power could not ignore the peculiar psychological make-up of these children.

The reading drill, this repetitive and tiring task of pronouncing seemingly nonsensical words—the 'double-dutch' as the boys called it—would have led in a class of normal children to a palace revolution, but proved to be the very thing in the present group. The task of reading had been reduced to a mechanical procedure with a few simple and easily-learned rules. The child was not asked to explain or even to understand what he had read, which again suited his dull mentality very well.

The boys acquired rapidly a skill and technique in mastering 'long and difficult' words and obtained ample satisfaction from doing so. Luckily they were not in the least worried about the meaning of the words. This fast increasing skill, of which the boys were very conscious, led in its turn to an increasing self-confidence and joy in practising this new technique. Many of them had lost confidence in their power to learn, knowing very well that they were 'backward' and were considered 'mental' by outsiders. They found in this new technique of mastering 'long words' a means of convincing themselves

and others that they were not 'mental'. Reading had lost its terrifying aspects and had become an interesting task. This was certainly the most valuable result of a technique which would have been very objectionable in other circumstances. It was even more valuable than the children's increased skill in accurate and fluent word perception.

Mere technical skill of reading without comprehending the reading matter is, of course, useless, and high attainments in Reading Accuracy with Comprehension lagging years behind seems to be an achievement of very doubtful value. Yet, that was exactly what happened in the present case. The reading drill pushed the test figures in Accuracy very high, whilst Comprehension was in many cases even as much as four years behind. In ordinary circumstances it is without doubt correct to strive for a more or less parallel development of Accuracy and Comprehension and not to let the latter lag behind by more than one year. Striving for this aim, however, would not only have made it impossible to use the syllabication method—how could one and why should one have explained a vocabulary of 2,000 words relating to 'high-brow' activities—but would have destroyed the attractiveness of the method to the boys. Because of its very unusualness, the drill did not remind them at all of the notorious school routine: 'Now explain in your own words . . .' and 'What does it mean?' This took the edge off the fearsome reading task and made it an exciting race: 'Let's see whether we can make less mistakes than yesterday.'

After six months of continuous drill, the children had become so confident and eager to employ their new knowledge that tasks could be undertaken which asked for mental activity on a bigger scale. With the help of the method described in the previous section, the Comprehension test figures were appreciably raised, in a majority of cases one year, in a few cases even two years. These exercises with their puzzle element were done in the spirit of an entertaining 'Ask me another' game and were worked out with much pleasure and the undivided attention of the whole class. Everyone felt that he was becoming rapidly 'cleverer'.

The English School Service Book

ALFRED H. BODY, B.A., M.Ed.

Principal, Didsbury Training College
and

J. N. LANGDON, B.Sc., Ph.D.

Principal, Royal Normal College for the Blind

"The English School Service Book" is intended to illustrate what the compilers have found to be a suitable form of service in schools, and provides a nucleus around which others may build to their own requirements. It contains 91 services suitable for various occasions and seasons, each worthy of inclusion in the spiritual life of the school in which it may be used. Publishing July.

Cloth Boards, 3/- Limp Cloth, 2/8

The English School Hymn-Book

Edited by

DESMOND MACMAHON, O.B.E., D.Mus.

In the outlook of a child, rhythm is more important than pitch, and the melodic line more interesting than the underlying harmonies. These and other important considerations have influenced the selection of the two hundred songs contained in this hymnal, especially compiled and adapted to serve the needs of the young mind, with its limited experience of life, but nevertheless with its inborn love of beauty and its undoubted delight in praise.

Full Music Edition, 10/6

Complete Melody Edition, 3/3

Junior Melody Edition, 1/9

Complete Words Only Edition, 1/6

Junior Words Only Edition, 1/9

UNIVERSITY OF LONDON PRESS LTD.
WARWICK SQUARE **LONDON, E.C.4**

I must here, however, point out my doubts concerning the exact meaning of the test figures. The children of this Special School have had an upbringing which differentiates them greatly from children brought up in ordinary circumstances. As pointed out before, they were all institution children and the large majority had spent years far from home. Such an upbringing is bound to influence considerably not only the emotional, but also the intellectual make-up, even when one has admitted an initially low I.Q. The lack of opportunity to see and to hear anything or anybody else but attendants and nurses and play-mates, must contribute markedly to the lack of efficiency of their intellect. A Special School is, moreover, so taken up with the great task of teaching the elementary rules of the three R's that other subjects are almost totally neglected. This fact, unfortunately deprives the institution child of the chance to enlarge his horizon and to exercise his capacity for analysis, comparison, analogy, etc.

I believe it is erroneous to assume that the low test results of institution children must always indicate a correspondingly low intelligence. The lack of the simple everyday experience in the parents' home, in ordinary schools and last, but not least, in the streets, and its substitution by a regulated and extremely 'narrow' institution life, must lead to a certain mental laziness because the simple habits of logical reasoning are never demanded and exercised. A short training of three-and-a-half months in the present case was sufficient to catch up on the test figures by one and two years, which would be incredible unless it is assumed that the capacity was already present previously.

In summing up on this aspect of the Experiment it can be said: It is very doubtful that the test figures indicate an actual increase in 'Comprehension'. It has to be assumed that the capacity for solving these test problems was already present when the boy took the first test. Yet at that time he had been unable to solve the problems, because he had never experienced anything similar before nor had he ever realized with what accuracy the meaning of words has to be studied before a solution is

tried. Once his attention had been directed to observing analogies and to the process of logical reasoning, he was easily able to score higher than shortly before. The exercises in Logic had helped to make up in a sort of 'Emergency Training for Institution Children' what more fortunate children pick up gradually and unobtrusively in course of their daily experience.

Reading of Library Books

The third and by far the most interesting part of the Experiment was 'Silent Private Reading', as it offered opportunity to study the reactions to books of individual readers.

The great handicap to providing a sufficient quantity of readable books for older backward readers is the fact that hardly any books exist which consider the specific problems of that type of reader. The technical skill of the poorest readers in the present group varied between 7 and 8 years. This gave them access to fairy tales and legends only, which have been designed to meet the requirements of the normal child of that age. Obviously, fiction of that type is extremely unsuitable for awakening interest in Reading and preserving it if a boy of 15 is forced to feed on this. These children want the adventure—and, perhaps unfortunately, also the murder-stories which are the daily bread of the prepubescent boy. A reader finding that he cannot progress beyond the 'sloppy' and 'silly' Brer Rabbit stories loses interest and develops passive resistance.

Joe P., age 13, voiced the opinion of many others when he declared Andersen's famous Tale of the Darning Needle 'mental' because the needle talks, and when he commented derisively on another book: 'Fancy a crab sitting on a stone and combing its whiskers.'

The adventure books are inaccessible to our poor readers because they are unable even to spell out the words. The books are also of little use to better readers who are shipwrecked by the difficulties of vocabulary. This forces them to make up for themselves a comprehensible story whilst going along, thereby incidentally developing habits of paying no attention to words and meaning. The

problem is, unfortunately, not even solved when a few books, suitable in subject matter and vocabulary, have been collected to form the basic stock of a library. A further difficulty arises from the fact that our boys are not only backward readers but also institution children and this in a very marked degree. Experiences and assumptions, which are taken as a matter of course in these children's books and which form ordinarily from the beginning the natural common basis between readers and the heroes of their books, simply do not exist in the present case. The youthful heroes of these stories seem always to be pupils of a public school, seem always to come from some sort of middle-class home, seem always to have some money or at least the expectation of money, seem always to have parents and plenty of uncles and aunts and seem always to be able to show off with scraps of classical or technical knowledge. There reigns an atmosphere of well-to-do middle-class self-assurance which is not only alien to, but also completely beyond the understanding of, our boys. They have been only in orphanages and other institutions or at best in some elementary school; they come from the poorest slum homes imaginable, they never have any money beyond some jealously guarded odd coppers, and many of them have no parents or relatives and if they have, these often disappear without leaving a trace behind. Our boys have certainly no knowledge which might enable them to appreciate the witticisms and allusions in the books. Thus, the harmony between reader and book, so important at that stage for a full appreciation of the reading matter, is non-existent from the very first.

This lack of common background between reader and book is a further reason why our backward readers in institutions will not sufficiently benefit by their reading. Instead of widening out their sphere of experience, these incomprehensible books tend to stimulate their fantasy activities to an undesirable extent and to make them further lose contact with reality. As our mentally defective children are generally extremely suggestible and immature, living very often in a fantasy world of their own,

everything which furthers this tendency is of highly questionable value.

This emphasis on the psychological aspects of 'Silent Private Reading' is necessary, particularly in view of the fact that a superficial observation of our boys' reading behaviour might easily lead to the assumption that in this respect at least, they are perfectly 'normal'. Only sometimes a few stray remarks like those of Edwin O. give a clue to what may be going on. This boy is a typical example of the reader who is not discouraged by a difficult vocabulary nor by incomprehensible ideas, though he is unable to understand even approximately the purport of many incidents and happenings. He derives nevertheless satisfaction from the knowledge that he can read these difficult words. Edwin O. expressed this feeling when he gave his opinion on a book with: 'Very nice and hard words'. On two other books he commented: 'I could not understand it very much, but it is all right in other ways' and 'Could not understand it, but all right.'

Though there was a certain group of readers who accepted all their books without criticism, seemingly never able to express dislike, and who seemed to gulp in volume after volume like a drug which offered them a marvellous opportunity for withdrawing from the world, there were others who picked and chose and voiced their opinions. Next to interesting subject matter, guessed at by title and pictures, the length of a book seemed to be a decisive factor. There were adherents of the 'One story book', but there were also many readers who preferred 'many short stories in one book'. The book of real adult size, like A. Ransome's *Swallows and Amazons* was inspected with awe, but never taken out voluntarily. Clear print and good paper were sometimes valued, and number and kind of illustrations were quite decisive in the choice. Descriptive parts in a story were stated to be 'boring' and were quickly skipped. Otherwise the boys had no prejudices though it could be seen that stories with many 'In the meantime . . .' and 'Some years before that happened . . .' were extremely confusing. The 'framework stories' where the narrative was encased by another story, and books in

which the chronological sequence had been reversed were detested. There existed a very marked dislike among some boys against 'animal stories', which may have been partly a rejection of childhood, partly a rejection of the unrealistic, 'daft' presentation of talking animals.

Influence of Environment

Though the foregoing sections have dealt in detail with the method of work, it is not intended to give the impression that method and selection of books alone have to be considered in a scheme aiming at improvement of reading. Even more important than providing suitable tools with which the hitherto neglected subject can be tackled is the creation of a friendly atmosphere which stimulates to new endeavour and never fosters a feeling of resentment. I do not intend to discuss the ticklish question whether failure in schoolwork led to behaviour troubles in school and home, or *vice versa*, but am content to state that most children coming to our institution have a very obvious grudge against society. Home, in this case the institution, and school are targets which have to stand up against their hostile opposition.

Psychiatric treatment and the influence of the sheltered atmosphere of the institution have brought about a stabilization of the children, enabling them to adjust to the institution environment. They feel secure and cared for, perhaps for the first time in their lives. Space forbids to deal here with the achievements of the institution and I feel I do less than justice by treating this important factor in a few sentences only. I emphasize therefore that, without this stabilization, successful work in school would have been impossible. It was an essential condition for the experiment.

It was comparatively easy to make use of the favourable conditions in the present case and to build up a classroom atmosphere which secured the willing co-operation and interest of the majority. Being high-grade mental defectives and having recently come into frequent touch with the outside world—many of them leave the institution for small gardening jobs in the neighbourhood, go on 'parole'

and deliver newspapers—they had been faced with innumerable little problems and questions which they had been unable to answer and which contributed in some sort to this inferiority feeling. A certain very mild and vague curiosity was therefore present, but the complete lack of drive prevented this from becoming a real motive-power.

Driving and staying power had therefore to be provided from the outside so to speak. The classroom had to be charged with an atmosphere of enthusiasm and confidence in success, which influenced the easily suggestible boys sufficiently to evoke the necessary response. All known means of propaganda, charts and 'pep-talks' were used to boost up the morale of the group. The knowledge that this was the only class in school doing such 'hard' work helped, just as did my more than usual work in preparing and correcting lessons; both contributed to the impression that something really outstanding was going on.

It was this extremely favourable interrelationship between home and school environment which made it possible to make use of the interest and enthusiasm of the children. All this, one concludes when reading previous reports, had been entirely absent in the past. If it had not been possible, owing to the sheltered environment, to appeal to these sides of their character, such a prolonged and tedious Reading Programme would have led of necessity to actions of resistance.

Reading and Personality

An intriguing and little explored chapter of the Psychology of Reading is that of the relationship between Personality and Reading. An experiment such as the one described, executed in something rather similar to a laboratory atmosphere where conditions in home and school were kept constant, gave good opportunity to watch the influence of personality factors on progress in Reading.

Unequal speed of progress or marked difficulties in Comprehension of individual boys, to name only two aspects of Reading Behaviour, when seen against the background of a class with boys of supposedly similar ranking, could

only be due to differences in personality, as external factors like home, school attendance, classroom experience, etc., had been the same for all. The Intelligence Quotient was found to be little guide, as boys with comparatively high I.Q.'s were often markedly less successful than those with significantly low I.Q.

I believe that the answer to these problems, which are largely beyond the teacher's competence, is found when studying the psychiatric reports of these boys. I will give short case records of five boys of the group under discussion, together with excerpts of the psychiatric analyses, to show the intimate connection between deficiencies in the psychological make-up and difficulties in Reading. The analyses have been made independently from the Reading Experiment on the basis of the Rorschach Personality Test.

Case Records

Cecil A., age 13.5, I.Q. 71, had a Reading Age of 6.8 in 1945, 7.2 at the beginning of 1946, and 8.1 six months later after the Reading Drill. The report given by his previous institution describes him in not very complimentary terms: 'plays truant, solitary, not affectionate, very bad tempered, sullen, aggressive, spiteful, untruthful, antisocial, uses obscene language, pilfers, not amenable to discipline.'

Cecil's case is one of those where the change to a favourable environment effects a complete disappearance of all these disagreeable sides of a boy's character. However, though Cecil is not the slightest problem from the behaviour point of view, his Reading Accuracy is poor, and his Comprehension is even poorer. This shows not so conspicuously in Comprehension Tests but in the planless haphazard way in which he answers questions on books which are the easiest available (Grade P). He seems never to be able to follow the thread of the story he reads, nor to see the relationship of facts described in the book. This surprises in view of his intelligence and the lively interest he takes in oral 'General Knowledge' lessons.

The Rorschach Test shows that Cecil's difficulties in Reading are most likely due to defects in personality. The test comes to the conclusion that Cecil's intelligence

'is interfered with by anxiety. He is probably capable of abstract thought but tends instead to vague generalities. He is not a practical person and intellect ceases to function if he is in difficulty. He is very evasive, due to his anxiety, and prefers a non-committal answer. . . . Lacks drive, preoccupied with anxiety, conscious control over attention is bad and never really spontaneous. . . . He is completely uncritical of his intellectual processes.'

The case of *Alfred P.*, age 12, is interesting because here, too, a change to a favourable environment has put a stop to a life of delinquency, which incidentally had left Alfred a non-reader.

Alfred was a habitual absconder from previous schools and institutions, his various attempts amounting to an impressive figure of about 20 such enterprises. It is now rather certain that these ceaseless attempts had been caused by an unconscious wish to find his father, but as such profound factors are beyond the understanding of the staff of most institutions, he was punished with increasing severity. He was boarded out, but quickly involved in trouble with the police. He cut adrift boats on the river, stole a purse with money in it and there was some question of sheep-killing. His report of that time described him as: 'thoroughly unreliable, staying out late, truanting from Special School. In consequence he is unable to form an idea of conduct expected of him or the meaning of promises he has made.'

When Alfred came to us in October, 1943, he was a Non-reader. Since then he showed an extremely good rate of progress. In June, 1944, he achieved a Reading Age of 7.3, a year later he was 8.9, and in January, 1946, 9.8. After the Reading Drill his Reading Age had increased to 12, and he improved without further tuition to 12.9 by the end of the year.

In view of the high I.Q. given (88) his previous failure to learn to read was absolutely due to emotional disturbances. The psychiatric analysis reveals even that Alfred has a 'potentially high average intelligence. I.Q. 110. Efficiency markedly reduced by depression, anxiety and lack of clear goal. He has no real drive for success.'

As Alfred's stabilization dates from his arrival in this institution

the psychiatric analysis cannot more than suggest in his case, the possible causes for his previous failure. A few sentences of the analysis make us realize moreover how completely misguided have been the judgments of his previous teachers, quoted above. 'Alfred is not at all readily adaptable. . . . He is diffident about his capacity to succeed. . . . His pride, which is sensitive, would be easily hurt. He would feel remorse bitterly though he would not show it. . . . There is a feeling that present life (and himself) is "shabby", "dirty", "unworthy". . . . He sets a high standard. . . . Very liable to conscious unhappiness and has suffered a lot.'

We can understand that a boy of such sensitivity can be driven to a career of delinquency through mere despair and because he finds so little sympathy for his difficulties. Once he had found shelter and security he was able to utilize at least partly his capabilities. Bearing out the psychiatric report is the following short excerpt from his autobiography: 'You bet I have been a bad boy during my days. . . . All them things come back to you in the end, all these wretched things you have done. It has been a bad time for me during my life and I am trying hard to get out in the world. I got in here and I have got to get out and hope my other brother don't grow up like me also. God help us, I have been bad enough without him being as bad as I am.'

Joe P., age 13, I.Q. 78, whose criticisms of books have already been mentioned, is a poor reader who succeeded very well during the Reading Drill. The test in 1944 gave him a Reading Age of 7.3. A year later he scored only 7.5 and in January, 1946, 7.9. Half a year later at the end of the training, he had a Reading Age of 9.

My notes describe him as another over-critical boy, whose criticism, however, is apparently directed not so much at the object as in Trevor B.'s case, but often takes on a personal aspect with much arguing. He is one of those children who take an extremely long time over any task because they correct their work constantly and have to start anew again because they dislike the untidy appearance of the corrected work.

The psychiatric Rorschach analysis

shows again where the difficulties may have lain. In particular it was stated that Joe is 'a weakling with logical overcontrol. . . . Seems to be conscious of inadequacy, thereby further lowering efficiency by inhibition and compulsion. Even on practical everyday level he loses a certain amount in his over-cautious insistence on accuracy. . . . Very serious minded and uses logic a good deal, but fears to reach a real conclusion and evades difficult issues.'

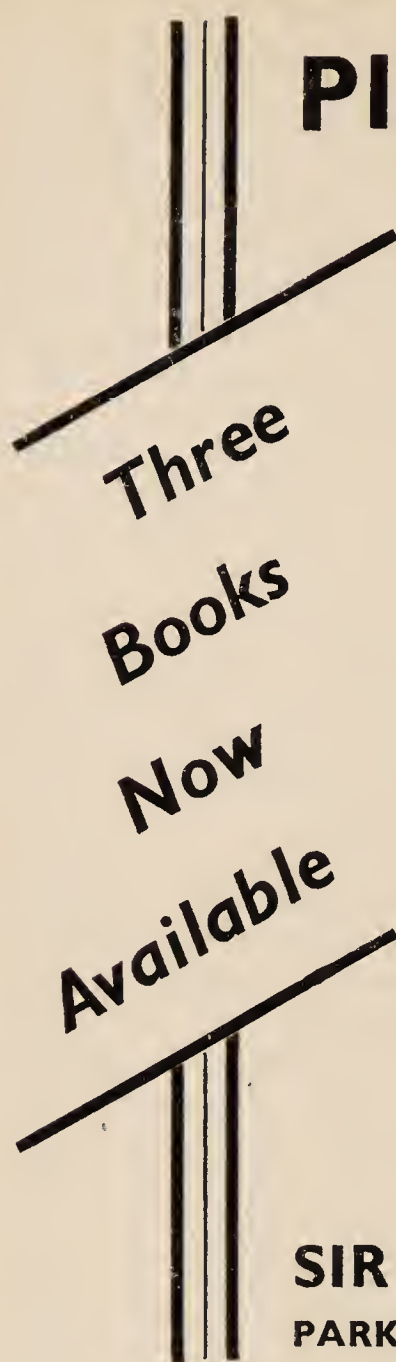
Leslie A., age 13·9, I.Q. 78, is mentioned here as a representative of that group which achieved a considerable gain during the drill period. In June, 1945, he scored a Reading Age of 9·5, in January, 1946, a Reading Age of 10. Half a year later he had improved by three years.

In the class he is to be regarded as one of the intellectual lights, a steady and interested worker, exceedingly slow but reliable in his logical thought processes. He will never rush to conclusions and even if his deductions are wrong, they are obviously the result of reasoning and balancing of *pro* and *contra*.

The Rorschach report says that: 'given the right circumstances he is fairly persistent in his efforts and has a certain "intellectual alertum" which could be appealed to. A very immature personality of potentially normal intelligence but somewhat lowered by affective stimulation. He inhibits rather severely when deep affect is tapped.'

Edwin O., age 12·9, I.Q. 66, is a boy who had come to the institution only recently and of whose previous school career little interesting can be said. During the Reading Drill his Reading Age went up from 10·5 to 13·1. He is an interested reader who, however, attracts attention by a cheerful argument on issues which are so obviously false that even the other boys see it at once. He has an amazing technique of arriving at absolutely irrelevant or false answers by some semi-logical process though starting off from the right premises. Questioning on contents of books reveals always that the boy, though mentally alert and never prone to mere guesswork, has somehow managed to misunderstand completely everything he has read.

Burt's Comprehension Test gives him a Comprehension Age of 9,



Three

Books

Now

Available

PITMAN'S

"Science in Everyday Life"



Series

SCIENCE IN THE HOME

By W. B. LITTLE. A useful introductory book to lessons in domestic science, explaining the use of gas and electricity in the home, the importance of vitamins in our food, etc. 3s.

SCIENCE IN THE CITY

By W. B. LITTLE. Explains the workings of public services, how roads are made, how food is stored, etc. Simple exercises and experiments are given after each chapter. 3s.

SCIENCE IN THE COUNTRY

By W. B. LITTLE. This book will appeal specially to those young people who are interested in how science helps the farmer. It is eminently suitable for use in senior schools. 3s.

SIR ISAAC PITMAN & SONS LTD.

PARKER STREET · KINGSWAY · LONDON W.C.2

which would correspond to his Mental Age of 8·11. In spite of this, trusting more my own observations, I came to the conclusion that I.Q. and Mental Age were potentially higher, though this unfortunate knack of always getting away from real facts must of necessity have lowered test figures and the understanding of the books he read.

The psychiatric analysis gives here a classic example of how defects in personality influence achievements in Reading. 'There is nothing to indicate that his intelligence is below average. . . . He uses critical ability and keen perception as a mechanism of escape. He always responds below his optimum and has probably done so for years. A good deal of his energy is constantly used in dealing with deep impulsive difficulties and is not at the disposal of his conscious Ego. He therefore cannot attend without strain at his proper intellectual level. This makes for snap judgements and prevents productive thought and robs him of a true "learning goal". This is of very long standing and must pull down his I.Q. at least 20 points.

'His excellent critical capacity is wasted because he cannot direct it to the main problem, but always to a side issue or a substitute activity. It has become for him an escape mechanism. . . . He does not think properly because he is afraid to. . . . His logical ability is probably better than it seems, for his egocentricity causes him to accept his own view and not to reason with other people. He cannot explain. He can concentrate attention on simple things but not at his potential level. He can only attend to what interests him at the moment—and even then not to a "situation as a whole". Persistence of effort is poor. He would criticize the situation and "escape".'

Acknowledgment

I wish to thank Dr. C. J. C. Earl, F.R.C.P.I., D.P.M., the Medical Superintendent of Monyhull Colony, Birmingham, who put at my disposal his advice and the valuable psychiatric analyses which alone make it possible to probe deeper into the connection between Reading and Personality than the mere figures of test results would ever permit.

H. C. G.

Sadlers Wells School—An Experiment in Education

Arnold L. Haskell, M.A.

Director, Sadlers Wells School

THANKS to Ninette de Valois, a vigorous, creative and organic national ballet has been built up in England during the short period of fifteen years. We have acclaimed it, but are still somewhat dazed and unfamiliar with its machinery, and there are still many popular superstitions about the training of dancers for the ballet. Many people imagine that training must begin almost at the toddling stage—a very dangerous mistake; while others—wishful thinkers—believe that, so long as pupils are reasonably supple, they can start ballet after the school-leaving age. Both these views cause the waste of much excellent material and many children suffer bitter and unnecessary disappointment through the over-eagerness of parents who are unaware of the facts behind the making of a dancer. These facts are, however, very simple.

Ballet has a useful place in general education, but in this article we are concerned with the creation of a professional and, if possible, of an artist. Of necessity, therefore, successful candidates for training must be few. Only about twenty-five per cent. of the first applicants are accepted, and these are sifted at almost every stage of their training. I will deal with the question of age later, because it is at the root of our whole problem.

There are a number of factors to be considered in the selection of candidates. Firstly, the intending dancer must have the right physique; she must be neither too tall nor too squarely built; must have suitable legs and feet, and an attractive appearance. Training will remedy a great many faults, but for ballet training is of the greatest value from a remedial point of view, but in the selection of future professionals that is not our immediate concern. It is for us to judge, taking expert advice, whether any particular defect is superficial or whether it will impede a future career.

Next to be considered is natural aptitude, feeling for rhythm being particularly important. Whether or not the pupil has a true musical sense cannot be discovered until later on.

The ideal age at which to start serious training is ten, but from the age of eight or even earlier, the pupil may have a weekly lesson. National Dancing and Dalcroze Eurhythmics are a very useful approach. Because of the pupil's tender age, the teacher has an enormous responsibility. The ten-year-old is extremely malleable, and could be ruined in a very short time, so the training must be slow and systematic. The dancer is made or marred by her early training at the *barre*, in which the body must be placed correctly, eliminating unnecessary stresses and strains. In this connection, it must be realized once and for all that tip-toe dancing (the points), so mistakenly considered synonymous with ballet, is not something difficult, spectacular and apart, but is a logical outcome of ballet training which comes easily and naturally when a pupil with the correct foot formation has gained the necessary strength through exercises. Ballet existed long before a dancer ever rose on her points.

In general the teaching of dancing in England is not yet on a very high level. Pupils are entered for examinations too early and are put into too many shows and competitions. The wastage of talent is far too great.

The fact that this vocational

training must begin at the age of ten brings with it certain problems which do not exist for the actress or the singer. The intending dancer is still a child, needing an education and environment suited to her age. As things are at present, she attends an ordinary school and then, when she is tired at the end of a day's work and with her homework still to be done, she travels to the other end of London during the rush hour to take her dancing class. As a result both her school studies and her ballet work suffer. In the child's mind the ballet is by far the most important factor in her life. If she can persuade her parents that this is so, she leaves school at the earliest possible moment. Then, if ballet fails her as a career, she is left with a severe handicap in her search for another vocation.

For this reason the Governors of Sadlers Wells Theatre, in association with the Arts Council, have decided to open a school where general education and ballet can be taken seriously and where ballet is learnt first thing in the morning while the pupil is still fresh. This school will open in September and is to be situated in a large former school building in Colet Gardens, London, which is admirably suited to the purpose. The pupils will follow the ordinary

THE MAKING OF A DANCER

And Other Papers on the
Background to Ballet

by ARNOLD L. HASKELL

"A primer on the æsthetics of the ballet, it contains advice and warnings to young enthusiasts, their parents, teachers and those who run ballet clubs. His views on the place of ballet in education should be of particular interest to teachers."—*The Times*.

Illustrated

Obtainable through any bookseller, 8s. 6d. net

ADAM & CHARLES BLACK · SOHO SQ. · LONDON W1.

School Certificate curriculum, and there will be no conflict between the demands of education and of the ballet. When the candidate is selected she will be subjected to a thorough medical overhaul, and a terminal check will be kept of her development, thus ensuring the very minimum wastage of material. This system will bring our national ballet to the level of those of the great State-controlled Opera Houses of the Continent.

It is worth stressing that the aim of this school is not to turn out blue-stockings or, for that matter, academic scholars, but pupils so equipped that they will be able to go on educating themselves and to profit by the opportunities for travel and contact with artists and musicians that the ballet provides. Eventually they will repay the ballet by the increased intelligence that they reveal in their rôles and, possibly, by creative choreographic work.

The would-be dancer is naturally well - disciplined, responsive and above the average in intelligence, but is often extremely backward in ordinary school work for she has never been convinced that school education has anything to do with her career as a dancer. However, once she sees that those in authority take her general education seriously,

she works hard and makes most rapid progress.

The Sadlers Wells Ballet School, which has provided eighty-five per cent. of the dancers at both Covent Garden Opera House and Sadlers Wells Theatre, has for some time run education classes for those pupils who are over school-leaving age. These classes are voluntary, but the number attending them has increased term by term. In addition, there are lecture-courses, not only for the pupils, but for the members of the Sadlers Wells Theatre Ballet Company. These have proved very popular and the lecturers have frequently commented on the numbers attending and on the excellence of the questions asked.

When the new Sadlers Wells School is opened in September, these educational opportunities for the seniors will be greatly increased, and they will have an extensive school library at their disposal. Gradually, too, the senior pupils will be those who have passed through the junior school and they will have a far better ground-work than the present seniors.

If I write of the pupil in the feminine, it is not because I do not consider the male dancer of equal importance. His problem is a far more complicated one. There

are not at present enough boys who, at the age of ten, have a vocation for ballet, to justify the opening of a separate school or even a boy's department. When the numbers are sufficient such a department will most certainly be opened, but in the meantime they attend ballet classes out of their school hours. In the senior school—the over - fifteens—there is already a considerable number of boys. They are taught by a man, as they should be, and the present generation in training most certainly belies the common accusation that the male dancer is effeminate. They are virile and magnificently athletic.

The effect of this school on our national ballet will not make itself felt for six or seven years, but from then on the improvement should be rapid. We now have a magnificent backstage machinery that carries the dancer right through from junior to senior school, and thence from Sadlers Wells to Covent Garden. The soul of any company is its school; the dancers who appear on our ballet stage in the future will have been together for some eight years or more, and will form as fine and supple an instrument for the choreographer as a great symphony orchestra is for the composer.

A Scheme of Vocational Guidance in Tel-Aviv

David Reifen

THE awaking interest in education in Great Britain strikes every observer. An outsider gets the impression that education no longer concerns the professional educationist alone but a large variety of members of the whole community. This is perhaps the best token that this collective effort will bear fruit. The same awakening is obviously perceptible in almost all parts of the world. Education is undoubtedly very much in the mind of the 'backward' people and of many in 'dependent' areas, who are trying to build an educational system on a sound basis. By and large the problems confronting these people are more complicated than those in progressive countries. Elementary difficulties, which for us in Europe are things of the past, have still to be overcome. It is therefore of great importance to bring home to the 'enlightened' peoples, how rudi-

mentary the demands in the field of education in many places still are. On the other hand, there are in some areas experiments going on, which are of common interest.

The educational awakening in Tel-Aviv is magnificent, in particular since the enormous change in the economic structure of the whole country. Many people have become interested in the problems of the growing generation, and they endeavour to support the authorities in developing new schemes. The population of Tel-Aviv has grown from 15,000 in 1922, to 45,000 in 1931, and to approximately 175,000 in 1945. With this rapid growth many industries have been set up, and Tel-Aviv and its surrounding area is the main industrial centre of Palestine. Side by side with this enormous development, various problems have arisen and have confronted the educationist. Most salient of

these are the learning and change to a new language (Hebrew), the transformation to new and constructive occupations, the assimilation of various different groups with varying background to a new pattern of life, the change of conceptions as regards the family as a unit, and many more. The greatest unanimity and the greatest headway has been achieved in the field of education, in the care and guidance of children, and in the training of the juvenile.

In 1935 a citizen, who had gone out a few years earlier to study schemes of vocational guidance, returned to Tel-Aviv. At first there seemed little chance of his being accepted by the educational authorities. With a pioneering spirit this man started single-handed to work on a voluntary basis, and showed by the results of his work the importance of an appropriate vocational guidance

scheme. It was about two years later that the scheme was taken over by the Education Department of Tel-Aviv Municipality. Since then it has developed considerably, and its relevance is no longer doubted by anybody. Under its stimulus there has developed also a pre-vocational scheme, according to which scholars of the seventh and eighth grades in primary schools (aged 13-15 years) include in their curriculum three to four hours weekly at some manual occupation. Some schools include as much as six hours or more weekly in the curriculum. This is approved by a central committee which deals with plans of pre-vocational guidance in elementary schools. The vocations available are limited, mainly because of lack of adequate workshops.

The principle laid down for this pre-vocational scheme is to start right from the beginning with actual practical and theoretical work in order to get the pupils interested in the work done. The experiences gained during this period are utilized thereafter at the Vocational Guidance Bureau. Records about the work and the efficiency of the scholars are kept and made available when necessary. It must however, be mentioned that there is no compulsory education in Palestine. Although it is assumed that about 95 per cent. of Jewish children living in Tel-Aviv and Jaffa attend school, not all remain there until they finish eight grades (normally at 14 years). Children who for one reason or another withdraw earlier from school, mostly go to work without special vocational guidance. It is generally realized that elementary education at least is essential for further education of any kind.

The Tel-Aviv Education Department made vocational guidance compulsory for all pupils leaving from the eighth grade. Youth Officers, all of whom are qualified and specialized for vocational guidance, start their examinations before schools break up (once a year only—about the beginning of July). The procedure stipulates full co-operation of examinee, parents, teacher and doctor.

At first there is a general interview in the class at which the teacher is present. This interview lasts about an hour and in it various aspects of several different

vocations are dealt with. At the end of this each scholar is asked to fill in a questionnaire which is kept under complete secrecy. The questions are designed to discover individual inclinations, and also facts about home conditions, occupation of parents, etc. The range of these questions is very wide and covers the child's individual choice of hobbies, literature, friends, study-subjects at school, and so on. A list of many vocations is annexed to the questionnaire to show the great variety of occupations available. (The set-up of the questionnaire is partly followed on principles laid down by the "National Institute of Industrial Psychology.")

The greater number—about two-thirds—of the juveniles assume that they know what they are going to be, and restrict themselves to a few vocations only. The boys choose mostly the engineering trades and office work. The girls, although their choice is more complicated, tend to choose office work, dressmaking and work in nurseries. These detailed answers show the interest of the juvenile, his inclinations, ambitions, fantasies, and attitude towards his future life. The analysis of all these factors are taken into account at the final examination.

The Youth Officer is given the teacher's report which has been especially designed for him. Although it is important to know what the teacher thinks of each

boy or girl, his report is not taken as decisive as it may be biased. In any case, adaptability at school does not necessarily imply adaptability at work later on. A medical examination forms an integral part of the vocational guidance examination, and is adapted to the needs of any particular occupation chosen. It is very strict, so as to avoid breakdown in health after the vocation has been chosen.

Further, there is an interview with the parents which is of the greatest importance. Experience has shown that not a few parents look at the question of their children's vocation from a rather narrow angle. They are mostly prejudiced, and tend to overlook any special talent their children may have. They have often made up their minds long before what their children are going to be. This is often based on their purely personal attitude towards their children and to a given occupation. By and large no psychological, economic or ideological reasons are considered by them. Some are swayed by various influences, and others have blank minds. It is the job of the trained vocational guidance officer to help them to consider proper reasons and causes which might determine the future of their children.

The test-method aims to ascertain how far a correlation between inclination and real abilities exists. Therefore various intelligence and practical aptitude tests are made. They include: General intelligence, power of concentration and observation, memory, co-ordination of movement, speed of reaction, visual precision, colour-sensitivity, etc. Attention is also paid to a personality test. Honesty, interest, initiative and organizing abilities may be of importance and give further clues. (For detailed particulars see: *Vocational Guidance in Theory and Practice* by L. Malinowsky, published in 1943 by the Child and Youth Welfare Organization, Va'ad Leumi, Jerusalem.)

It is sometimes found that a child's intelligence is low in relation to the vocation chosen, but that his practical ability is quite satisfactory. And sometimes the test reveals strength in abstract thinking; in this case, if a manual occupation is chosen, then it will be necessary to watch what scope the child is getting in his chosen

*The World's
Greatest Bookshop*
FOYLES
* * FOR BOOKS * *
*New and secondhand
Books on every
subject.*
We BUY Books, too!
**119-125 CHARING CROSS RD
LONDON WC2**
GERRARD 5660 (16 lines)
Open 9-6 (inc Sat)

work, and make changes later if his ability is not finding outlet.

As a result of this scheme, changes of jobs are reduced to a minimum. The broad outline of the juvenile's potentialities is no longer 'skilled', 'semi-skilled', or 'unskilled', but skilled for a given branch of this occupation, and semi-skilled only for another branch in the same occupation. This distinction is of major importance. In this basic approach lies tremendous value for the juvenile and for his further employment. It is relevant, too, to the good of the community.

The complete test—individually and in groups—requires about 6-7 hours in three different sessions. Then comes the final interview with the examiner. During the whole procedure the scholar gets acquainted with him, and, in most cases develops an intimate contact with him. The atmosphere of trust and belief is of the utmost importance for a successful result. Too often the juvenile is dragged to jobs which parents, relatives or neighbours find for him. The examiner is now able—on account of the elaborate test—to advise and if necessary to persuade all those concerned in the right direction.

A case in point with a satisfactory result—not all of them end like this one—was the boy Elijahu, aged 14½ years. He had just finished school. He was of rather poor intelligence, though not retarded. Schoolwork never did interest him, and he was glad that he had finished school, and that it was 'all over'. The teacher's report recorded that Elijahu was of 'good behaviour, passive character and unintelligent. Apparently unsuited for any skilled job.' During the process of testing the Vocational Guidance Officer observed Elijahu's reluctant attitude in all theoretical tests. This changed as soon as he turned to the practical aptitude tests. There he showed a keen interest in all manual manipulation tests, and he scored above the average in most of them. The final profile revealed that the boy had an aversion from oral tests and all those in which paper and pencil were used. But he did well in precision, manual dexterity, speed and co-ordination of movements. He showed a mechanical mindedness, which indicated quite clearly the line to be taken.

In the questionnaire Elijahu did not mention any occupation he wished to follow and in the inter-

view he was rather passive. His father was unable to accompany him because of 'lack of time.' Elijahu mentioned in passing that his father was promised a job for him, but did not give any details. The officer recommended various occupations.

About four months later the boy came to the bureau with his mother. She told the officer about the trouble she had had with the boy since he had left school. Her husband was fortunate enough to find a job for Elijahu in an insurance office. There he was in good hands, the manager being personally interested in the boy. He himself, when with his friends, told them with pride about his work. But after five weeks he was released from the office. The manager was disappointed, because Elijahu showed no real interest in the business. The father found another job for the boy, this time in a bank. After a month he was sent home, because he was careless and of no use in the office. The father was looking for another office job for him, but had not been able to find anything yet. Meanwhile, the boy was sitting at home, or strolling about in the streets. Tension at home between father and son grew daily.

The officer explained that he was not at all surprised, and asked the father to come to see him. The father was rather impatient with the officer and said that in his opinion Elijahu was gifted and was able to do office work but he was under the influence of bad friends. He refused to believe that the boy's failures were due to other causes, and would listen to no suggestion that he should do something other

than office work. 'After all,' he exclaimed, 'my boy is not so dull that he need be a manual worker!'

After a few more talks with the parents, they agreed to let Elijahu enter a carpenter's shop. The father did not pretend to accept this suggestion except as a stop gap. He was promised another job in two months time, and in the meantime Elijahu might as well be with the carpenter, instead of strolling about in the street. Elijahu was eager to enter the carpenter's shop. He admitted that he was dismissed from his previous jobs, but he did not know why. He was not conscious of having done anything bad.

Elijahu started to work with the carpenter. The master gave a guarded but hopeful report to the officer about two weeks later. Elijahu liked the job and got interested in it. The variety of the work amused him, he took an interest in the use of tools. The officer's following visits were even more encouraging, and after six weeks the boy was placed at his own joiner's bench. This made him content and happy. The officer took the father to the workshop, and what he saw there made him realize that although Elijahu was not working in an office, he was definitely not 'good for nothing'.

One loophole in vocational guidance has been eliminated in recent years by appointing a follow-up officer. He visits the juveniles at their various jobs and gets reactions from them and from their employers. In cases of doubt as regards adaptability to the job, the

PICTORIAL CHARTS UNIT

are specialists in wall charts. We visualise charts on many subjects with the advice of experts—

Special subjects covered :

- CITIZENSHIP
- LOCAL GOVERNMENT
- PARLIAMENTARY GOVERNMENT
- THE SHRINKING WORLD
- ATOMIC ENERGY
- WORLD'S FOOD

New Catalogue available

Write for details to :

PICTORIAL CHARTS UNIT

3 HARRINGTON ROAD

LONDON, S.W.7

juvenile is referred back to the vocational guidance bureau for further examinations. This further contact with the juvenile and the employer has proved most useful. The follow-up officer also contacts other organizations which are interested in a particular juvenile or which might help him.

Incidentally, technical schools in Tel-Aviv now admit scholars only after they have been referred by the vocational guidance bureau. Quite a number are refused on grounds of insufficient ability. Borderline cases are admitted on condition they agree to be retested after one year.

After completing the tests the juvenile is sent to the Juvenile Employment Exchange. This is affiliated to the General Federation of Jewish Labour. The task of this bureau is not only connected with the vocational side, but also with cultural and social activities. They run their own evening schools and youth movements. They hold that vocational care and placement at work is bound to be more successful if based and intertwined as part of a youth movement. They try to create conditions in which the juvenile can most easily pass on from school life to the life of a young worker.

A New Policy¹

Theodore Brameld

THE habit of many educationists is still to gloss over problems which are controversial or complex, still to ignore training in propaganda analysis and other techniques essential to their understanding. Complex as are the social, political, and economic relations of our period, most of them derive from two fundamental and related facts: 1, an unstable and precarious economy, with its accompaniment of insecurity, inflation, its cycles of boom-and-bust; 2, the fact of national rivalry and hostility with their potential of atomic war.

Yet despite their indisputability, neither of these facts receives a fraction of the attention that educationists, ostensibly devoted to freedom and truth, should be giving them. To consider the first a moment further, memories are not so short, of course, as to

In recent years it has become evident that an apprenticeship-system is essential. The agreements made provide for proper two or three year apprenticeship with final examinations, compulsory attendance at technical courses, staggered wages, etc. Although this scheme is still in its beginnings, some satisfactory progress has recently been made. A serious drawback in this matter is that there is no legislative backing behind it. But many hundreds of firms of all kinds are connected with it by written or verbal agreement.

Only a limited number of juveniles are able to attend full-time technical colleges. Most of them are forced to start to work and to earn their livelihood. Evening continuation schools established for those who are eager to complete their general and technical education are run by the two employment exchanges and by the Municipality education department. These schools have gained in importance in recent years. Each juvenile attends three times a week for three hours each time. The curriculum is mainly based on widening the general outlook and knowledge, and of deepening the technical knowledge in theory and practice. There are also various

social activities. After three years' attendance, final examinations are taken, which have a recognized status. Although the attendance is mostly voluntary, it is satisfactorily regular—and that in a sub-tropical climate, which imposes much strain on the juvenile.

The Government of Palestine has provided in the 'Employment of Children and Young Persons Ordinance', 11/7/1945, that 'A child or young person who is attending educational evening classes shall not be employed in any undertaking after 4 p.m. on the days of such attendance.' In the same Ordinance there are some other instructions, which if implemented, may turn out to be of great help in further vocational guidance.

The people who are directly concerned with improving the conditions of the juvenile are aware of the gaps they have to overcome in order to make their achievements stable. Many obstacles are still in their way, but they know what they are aiming at, and a steady improvement is noticeable. They are guided by the idea of the right work for the right man, of proper conditions and security measures, which will make the juvenile a reliable and worthy citizen.

University of Minnesota

forget the economic events following World War I—the years of reckless prosperity and high living, of growing corporate power and disparities of wealth, followed by years of devastating depression, hunger and fear. During the 'thirties some American educators became sufficiently concerned to voice their anger at this tragedy: through the pages especially of one journal, *The Social Frontier*, and through the volumes especially of the Commission of the Social Studies (American Historical Association). They courageously analysed the failures of a system which could cause such havoc, and they demanded thoroughgoing changes to eliminate those failures.

Yet, as the depression waned and we became preoccupied with winning World War II, even these voices softened to a whisper. It

was almost as though those theorists were proved right who contended that education is always chiefly a reflector of the social order—an apologist for what the culture itself does and approves—rather than a critic, leader, and re-creator of social order and culture. At the present moment, it is true that no section of American education is calling attention strongly and clearly to the fact that the prosperity of this decade is, in no essential way, different from that of the 'twenties—that again we are living and spending recklessly, allowing big business free rein, permitting further concentrations of economic power, building a top-heavy profit structure which, if it rises unchecked, will again inevitably crash.

In only one great respect—though a most crucial one—the present

¹Dr. Brameld has drawn up a statement for a new policy of the American Education Fellowship (the United States Section of the N.E.F.) for the consideration of the A.E.F.'s Policy and Programme Committee. The statement will be helpful to those who are now reformulating the N.E.F.'s international policy. It should be noted that the new policy is still under discussion, no official statement having yet been framed.—ED.]

SUMMER CONFERENCE

of the N.E.F. (International)

AT

The Royal Agricultural College, Cirencester, Glos.

11th—19th AUGUST

(in co-operation with the Council for Education in World Citizenship)

A Special Meeting for official representatives of N.E.F. Sections will be held before the Conference from the 8th to 11th.

Among those planning to be present at the Conference:

Dr. Beatrice Ensor, Dr. E. Rotten, Mlle Hamaide, Dr. Minna Specht.

Dr. Laurin Ziliacus, Teachers College, Columbia University, New York ;

Dr. Carleton Washburne, the well-known Superintendent of Winnetka Schools (U.S.A.), who during the war was Director of Education in Italy.

Mr. P. Post, Director of the Government Training College, Bandoeng, Indonesia.

Dr. O. Chlup and Dr. V. Prihoda, Czechoslovakia.

Dr. J. Michalowska, Poland.

Conference fee will be £6 5s. 0d. inclusive of registration fee, board-lodging from the 11th to 19th.

Send a p.c. for further details to

N.E.F. (International), 1 Park Crescent, London, W.1.

decade differs from the 'twenties. While America seems to have learned little from its recent economic experience, other parts of the world have learned much. All over the earth powerful movements of the common people are demanding that these absurd and destructive fluctuations of the industrial system should end, that economic processes should be submitted to public control strong enough and rational enough to guarantee stability, much greater equalization of wealth, and the securities of a rising standard of living which the proven potentialities of abundance make entirely feasible. America is out of step with the world. Yet her position is of such power and strategic importance that, if and when another and worse depression comes, she will shake and probably even undermine many economic institutions elsewhere. Here, too, are facts which educationists ignore at their own peril and the world's.

The second fact—national rivalry and suspicion—receives, to be sure, a modicum of analysis in American schools. The roots of this terrifying reality, themselves largely

economic, are seldom exposed, however, to the sunlight of honest scrutiny, and the solution of international order is too often treated both romantically and superficially. Once more the record of the past quarter-century is helpful: in the 'twenties, thousands of schools studied the League of Nations and propagandized on behalf of peace. But they usually failed to show how any League was bound to fail sooner or later so long as national sovereignty remained intact, so long as bitter competition for foreign markets and natural resources was practised by the same nations which hypocritically paid lip-service to internationalism. Thus when war came again, the disillusionment of millions of young men and women was in many cases the only clear effect of all efforts by the schools on behalf of peace.

And yet to-day it is important to inquire whether the only important 'contribution' the schools are making is not, again, chiefly a repetition of the past. They may study and endorse the United Nations, to be sure; and that is helpful. But they seldom face the contradiction between high-

minded objectives for all nations and the still dominant power of sovereignty of each nation. Students are taught that internationalism is desirable; they are also taught that the United States is supreme in its own right. They are taught that all countries must co-operate; they are also taught that we should keep the secret of atomic energy. They are taught that we should support the efforts of common peoples in other parts of the world to rise in power; they are also taught to be uncritical of a foreign policy which serves mainly to thwart those efforts in countries like Greece, China, and Spain. They are taught the slogans of equality, freedom, and brotherhood; yet millions of them are taught (if in no other way than by failing to study alternatives) that the white race is superior to other races, that Christians are superior to Mohammedans or Jews.

The two great constructive purposes which should now govern the American Education Fellowship follow directly from this brief analysis. They are:

(1) To channel the energies of

education toward the reconstruction of the economic system.

(2) To channel the energies of education toward the establishment of genuine international order.

These two great guiding principles involve a multitude of specific educational tasks to which the American Education Fellowship should now devote itself. Their precise delineation should involve every member, and the closest co-operation with all groups and forces which share generally in its purposes. In this statement of policy, it is possible only to suggest what some of these tasks may be. We list them without elaboration or special concern for order of importance.

(1) As indicated in Section I, there is desperate need for realistic materials regarding the economic system (the growth of corporate power is but one example), and for skill in penetrating the smoke-screens of false propaganda set up by agencies of public opinion which benefit by concealment of the failures and injustices of the traditional system.

(2) There is need to develop consciousness in students, teachers, administrators, and other citizens of the implications of new economic, political, and cultural purposes, e.g. the import of a conception such as 'self-realization' as a criterion for measuring the effectiveness of such economic proposals as labour-management committees should be fully explored and enunciated.

(3) In 'taking sides' against an unworkable economic system and unworkable nationalism, and with a workable system and workable internationalism, there is need to make ourselves aware of the true nature of our convictions. This is necessary in order to enable us to develop new educational techniques which avoid mere indoctrination of these convictions. The task is to experiment with techniques of learning through social agreement, not by superimposing prejudgments. Only thus can majority rule eventually become rule by an informed majority who understand what they want and how to get what they want by democratic means. The school should become a centre of experimentation in attaining communities of uncoerced persuasion.

(4) There is need for extensive educational practice in building detailed social designs which come

to grips with problems arising in, for example, economic planning. Intensive study of experiments and institutions already under way, such as the Tennessee Valley Authority, the postal system, the consumer co-operative movement, the social security programmes of America and Europe, are examples. Psychological problems such as motivations and incentives; political problems such as bureaucracy and reorganization of state and federal governments; social problems such as family life and the rôle of women; economic problems such as the place of private property in an increasingly socialized order—these are equally important.

(5) The pressing need for a new conception of discipline—intellectual, moral and social—which can be developed in schools governed by the dominant purposes of a democratic society.

(6) Contributions of the arts and sciences to the erection of the new order should be examined and integrated with the social studies. Community planning, the development of people's theatres and symphony orchestras, the social potentialities of science for health, home designing, communication and transport, are but sample illustrations.

(7) The full import of the concept of 'One World' and of 'world citizenship' requires extended attention. Such complex problems as the retention of legitimate cultural variety by countries committed to international order should be explored, as should such issues as immigration, international educational and health standards, atomic control, worldwide exchange of students and teachers. Study of the present structure of the United Nations should be supplemented by exploration of the improvements needed to strengthen that structure both in regard to police power and socio-economic leadership.

(8) Equally extended attention should be paid to the unsolved problem of intercultural relations within nations. The status of minorities such as the Negro or Jew should be realistically evaluated, and the meaning of cultural equality clearly understood. Co-operation with organizations such as the Bureau for Intercultural Education should be greatly expanded, with the

expectation that the A.E.F. might become its chief organizational support in education.

(9) Close co-operation with educational movements of other countries, especially those working toward more or less similar objectives, is imperative.

In making these important recommendations, the American Education Fellowship will continue, it should be reiterated, to support the kind of experimentation for which it is most famous. It will continue to emphasize 'learning by doing', 'community schools', 'the integrated curriculum', 'teacher-pupil planning' and other objectives of 'progressive education' as these now become more widely accepted.

But such objectives are now subordinate, even while indispensable, to the larger, more audacious and magnetic objectives impelled by a world in crisis. Faced by the alternatives of economic chaos and atomic war, on the one hand, of worldwide plenty and enforceable international order, on the other hand, this organization should become the clearest, most purposeful educational spokesman for the second of these alternatives.

To prove that education is *not* a mere mirror of dominant ideologies, *not* a device for bolstering outmoded economic systems and diseased nationalisms but rather that education is a penetrating critic, dynamic leader, and imaginative re-creator which anticipates dangers *before* they crystallize into calamities, which helps simultaneously to reshape the culture of America and the world in accordance with the imperatives of our revolutionary age—this is the supreme obligation of the American Education Fellowship in our time.

International Correspondence

A register of teachers in different countries desiring to correspond with teachers in other countries is kept by Miss E. D. Bingham, 10 Woodholm Road, Sheffield 11.

Overseas Magazine

N.E.F. Headquarters now has a number of educational magazines which come in regularly from all over the world. Anyone interested is very welcome at Headquarters to see or borrow them.

G.B.I. adds
WALL CHARTS
IN COLOUR
to its range of Visual Aids

G.B. Instructional's new programme of films and film strips is bringing to the teacher visual aids of a quality never before available in the classroom.

Now G.B.I. have taken another step toward providing the complete visual unit—colourful Wall Charts which quietly teach the child through his most receptive faculty and at his own speed of assimilation.

For numbers of schools that still have no projectors G.B.I. Wall Charts are indispensable. They have, therefore, been so designed that they may be used as companions to the films and strips or quite independently.

The first G.B.I. Wall Charts to be ready will be :

LATITUDE AND LONGITUDE

LONGITUDE AND TIME

Size 30" x 25"

4/6 each.

These will be followed by sets of charts on :

CITIZENSHIP

HISTORY

CHEMISTRY

BIOLOGY

All G.B.I. Charts are printed in clear bright colours. Catalogue containing detailed information will shortly be published by

Charts Section,

The Education Division,

G. B. INSTRUCTIONAL LIMITED,

Imperial House, 80/82 Regent Street, London, W.1.



Civilized Values? ¹

J. M. Aitkenhead, M.A., B.Ed.

SINCE Jane Darroch's account of Summerhill handed me a bouquet in passing, it is natural I should be expected to look with favour on her article. And I do. No one dislikes a compliment. Fortunately, there are better reasons for commending it and developing the theme of 'free' schools. A spate of progressive schools is on; the war added to the volume; even Scotland has been invaded, that stronghold of day schools and strict method; a great body of people (mostly parents and teachers but also including older pupils) has undoubtedly been made aware of the results of experimental education, and—if something of real progress is to come of all this—the approach of Dr. Darroch must be followed up.

Her concern with fundamentals is timely, admirable and heartening. Against the only honest background there is for educational theorizing to-day—an admission that we do not want any more wars, having had two in a generation—she places these two observations: (1) By far the most conspicuous quality of the children at Summerhill is their friendliness; (2) The class from which the majority of Nazis was drawn was the German lower middle class in which obedience, punctuality, thrift, cleanliness and manners were impressed on tiny children by parents in an authoritarian manner.

To me it seems there is little more to be argued about. Since you cannot stop children learning anyhow, let us swop efficiency for friendliness. If that is too naïve, I am afraid I cannot help it. However, I should like to raise one or two quite vital considerations untouched by Dr. Darroch and then take up with her the main issue of her thesis—the price to be paid for friendliness in schools.

Boarding School or Day School

It is never asked throughout the article whether home and day school can produce the consistently mild attitude that can be organized at a 'free' school. Nor does Dr. Darroch ask the price of having boarding schools like Summerhill

for poor children as well as rich. (At present only fairly rich people can send their children for any length of time to Summerhill.) We may theorize endlessly on the ideals and possibilities around these topics, but it does seem fairly obvious that from the personal desires of parents and from economic necessity the great majority of children will have their education in day schools and that the solution then is to introduce something of the Summerhill atmosphere into the ordinary school. Objections by the score would be raised at once, I know. (What! Call the Headmaster by his first name!) But, with time, there could be in each town at least one school with a reasonably mild atmosphere, lessons on a voluntary basis and self-government taking the place of punishment. With time . . . only we have not much time.

What Sacrifices?

Dr. Darroch asks whether the friendliness and sincerity she found at Summerhill must be bought at the price of our present standards in sex morality, tidiness, material welfare, religion and academic learning. My general finding on all these heads, with regard both to accepted standards and the standards in 'free' schools, is paradoxical. In education it so often appears that those qualities on which we insist elude us—at least those which we preach and organize for do not readily grow. You may by dint of force produce an obedient child, but in the meantime you may have virtually killed him. Dead people are so peaceful.

To take tidiness. Your child in a very tidy home with mother always fussing, is seldom tidy on his own account. Nor is your young child at a 'free' school. Each becomes tidy, if ever, in his own time—but in the meantime your strictly brought up child has his resentment to deal with, and maybe actual hurt. He has possibly learned to resent any authority in charge of tidiness.

The question of orthodox sexual morality. In the first place we must recognize here that the supposed standard is anything but the actual

Kilquhanity House, Castle Douglas

one. Present statistics on any aspect of sexual behaviour show a complete breakdown in *everyday society* of the supposed sexual morality. To talk then of a sacrifice of this is to be talking of the giving up of hypocrisy, the loss of an idea based on falsehood. The less there is of open easy expression of sex interest, the more there is hidden and underhand. Assuming sexual immorality to be the same as promiscuity, the paradox appears in this, that the greater the sexual freedom, the greater the sexual morality. This, of course, is a long term view and children are to be regarded as children, their sexual activities like those of puppies, not of small adults.

As for academic standards I should say it would be a conservative estimate that, for every student who loves learning and will pursue it, our schools produce ten people who have been given a permanent distaste for learning. How many continue to read history or drama or poetry or even the classic novels in English, or study mathematics or astronomy after leaving school? So that the standards shown by examination results at any point in adolescence are really sham. The fine equipment in the laboratory and the well-stocked school library are the last many a pupil wants to see of science or literature. If the free school leaves him even neutral, does not kill his interest in learning, let it be given credit.

Religion. Must it be sacrificed? Dr. Darroch notes the paradox here herself, 'How strange if a school carrying out the teaching of Jesus were to make his death meaningless'. Myself, I often think how a visitor might condemn this school as ungodly yet have to admit it was a working out of the religious principle of love. About children in free schools it is true to say, as someone said of Rabelais: 'He is heretical, he is blasphemous, yet he is religious'. I do not doubt for a moment that children in such schools build up a system of values and develop their scruples about behaviour. And that is your true morality and aim of religion. Doubtless, once upon a time, religion in any accepted sense

¹ A comment on Jane Darroch's Article in the June issue.

helped men and women to integrate themselves. It explained the facts of the external world and provided a solution for the conflicts arising from man's inner nature. To-day, however, the religious explanation of the world will not hold water, so that instead of being an integrating agent, religion is the opposite, and is actually a veil between man and his experience of life. Orthodox religion of this nature is obviously a confusion for children and must produce the opposite of sincerity in them. Add to this the common fears and guilty feelings about sex which a religious atmosphere engenders, and it is difficult to see how anyone can be concerned about the sacrifice of religion in schools.

To suggest, as Dr. Darroch does, that older children might be given the choice to hold or reject a religion seems to me too simple to be of any value. One cannot treat a religion like an overcoat. What, with more pertinence, could be asked is what, if anything, is done in free schools to prepare the minds of pupils against the propaganda of political parties, the more extreme of which preach with all the

emotional attractiveness of old-time religious sects. So easy it was once to put your burden on Jesus and blame the devil. So tempting it was in Germany to believe in the Fuhrer and blame the Jews. So attractive it might be to-day to accept the doctrine of fascism or communism. 'Only believe . . .' If orthodox religion is discarded your new religion may easily take up the vacuum. What a pity if merely a new set of illusions are accepted, if materialism is to replace mysticism. That such a barren prospect does not in fact face the progressive schools is part of the promise that society in general will not suffer this fate, and, as I see it, the main reason for supporting an experiment in education along the lines of Homer Lane and A. S. Neill. Mistakes, to be sure, will be made, and sacrifices that might seem too costly. But he who fears licence does not love freedom, and for that we must be prepared to take risks.

The sacrifice of a high material standard of civilization does not seem to me to follow as clearly as the others on the advent of freedom in schools. It might be an indirect

consequence if enlightened education eliminated the 'imperial idea' because the high standards we have enjoyed till now are the plums of empire. And it seems we are in a fair way to lose these without getting 'free' schools.

Conclusion

My own opinion, then, with regard to Dr. Darroch's thesis, is that the sacrifices she points to are more apparent than real. Accepted, however, they would imply changes; and these I consider an inevitable price for the milder discipline—a price worth paying.

With regard to Dr. Darroch's tailpiece—the resemblance she saw between free children and the natives of Australia—I do not doubt that the happiness in both cases issues from the same source, viz.: compared with civilized people and children in strict schools, these others are living more in harmony with natural laws. This does not prepare the savages to be civilized in our sense; but it leads the children of our own civilization to make demands of society that will allow individuals to be happier. Is this a gain or a sacrifice in civilized values?

NEW AIMS ... NEW METHODS ... NEW BOOKS

THE LIFE & SCIENCE BOOKS

General Editor: Patrick Thornhill

FOR 11-13 YEAR OLDS

How can we educate ordinary boys and girls for life in a scientific age, when schools lack specialists, space, equipment? . . . And when Education now demands activity, projects, topicality, while Science means system?

Fellow-teachers should write, giving *school* address, for a prospectus (showing which parts of a maximum science syllabus are covered by each topic-book), and for an inspection copy of the first book off the press.

READY JULY-AUGUST:

THE WATER WE USE by Brian & Mary Holmes, B.Sc.

THE AIR WE BREATHE by Patrick Thornhill, B.A.

FURTHER TITLES IN PREPARATION:

KEEPING WARM WORK AND REST LIGHT AND SIGHT THE FOOD WE EAT
THE SOIL WE LIVE ON LIFE KEEPS ON THE CURRENT WE USE

80 pp., 8½x6½

2/6 each

Fully Illustrated

Also, shortly: LIFE & SCIENCE BOOKS for the 13-15's

THE PILOT PRESS LTD. (*Education Department*) 45 GREAT RUSSELL ST., LONDON, W.C.1

Book Reviews

Marion Richardson, 1892-1946.
'Athene'—the Journal of the Society for Education in Art. Price 3/-.

It is difficult to over-estimate the value of Marion Richardson's contribution to the teaching of art and writing to children, and we are indebted to the S.E.A. for this very comprehensive tribute to her.

Almost the whole of this number of the journal is devoted to various aspects of her life and work; there are some fourteen articles by colleagues, students and friends, as well as extracts from her own lectures. They will be eagerly read by her admirers and will serve as an excellent introduction to anyone still unfamiliar with her name.

The use of large sheets of paper, big brushes and poster paint is generally accepted in the art class to-day and one is apt to forget that until Marion Richardson our children were still doing shaded pencil drawings of flower-pots—placed always at the most tiresome angles—on paper about eight inches square.

That in itself was a major revolution; however she did not, as some of her followers have done, stop there; she and the children experimented with any number of mediums—oils on paper scraped out with a palette knife, indelible pencil on wet paper, crayons, inks, and turning sometimes with new delight to the translucency of water colour and the delicacy of small, fine work.

To paint in Marion Richardson's class must have been an adventure, and one gathers from several writers that not only the pupils but other members of the staff were irresistibly drawn to the studio. The enchanting illustrations given are by her own pupils and those of students of her method. They are spontaneous and varied and should dispel any suggestion that she influenced the children too strongly. 'The Fish Market' is delightful—how one longs to see the colours—and 'Sleeping Mother', which is probably by an older pupil, is a work of great beauty and sensitivity.

Here was not merely a system; it was an attitude of mind. 'Art', she once wrote, 'is not an effort of will but a gift of grace—to the child, at least, the simplest and most natural thing in the world.' She goes on to say 'unless a relationship amounting to love exists between teacher and children, children's art, as it is now understood, is impossible'. She might have added that this applies equally to other lessons.

The method of teaching writing which she evolved is, perhaps, less widely known, but it deserves the

highest praise. After careful study of the difficulties and pitfalls encountered by the child, she devised an alphabet and a series of graded exercises which can best be summed up by quoting from the introduction: 'It is important that the child should learn to write easily and well, and that having learnt, he should never have to unlearn and learn afresh in a different style'. To one who, as a child, was subjected to alternate doses of copper-plate and script, resulting in a permanent inability to write quickly and at the same time legibly, the results achieved by quite young children are astonishing. Several examples are given in *Athene*, together with the 'writing patterns' which transform the whole hitherto laborious business of hunched shoulder and cramped hand into a delightful and rhythmical paper game.

I was interested to read of her work among prisoners in Winson Green Prison, Birmingham. At the age of about twenty she and a young friend started voluntary classes of drawing and embroidery which met with an immediate response. 'To the best of my belief', writes Margery Fry, 'these classes were the first experiment in what has since been seen to be an important part of the reformatory side of prison.'

But perhaps most instructive is to read the extracts from lectures and articles written by Marion Richardson herself; her wisdom, kindness and unfailing sense of humour are a delight and if any critics remain, surely her complete absence of sentimentality will convert them. She was not one of those who consider that any daub of colour put on paper by a child auto-

matically becomes a 'work of art'. She says 'some of his drawing will, for example, be no more than the release of a suppressed desire. The pretty fashion-plate ladies that girls draw and the racing motors and aeroplanes that boys draw are often mere "wish fulfilment" pictures. Such things may clamour to be drawn and should not be denied expression but they are a form of "self-expression" that is self-centred and unilluminated in a way that a work of art can never be.'

The publication of her book of memoirs will be eagerly awaited.

There is a welcome proposal that subscriptions should be raised for a permanent memorial to Marion Richardson. It is to be hoped, however, that the suggestion of an inscription in the County Hall, Westminster, will not be adopted. It would be fantastic to commemorate such a vital and creative personality in such a useless and sterile way. A scholarship or annual lecture would be far more appropriate; it would move with the times and incorporate any new advances as Marion Richardson herself would have done.

M. Francis

Everyman's Dictionary of Music, Eric Blom (Dent, 10/6).

At first glance, Eric Blom's *Everyman's Dictionary of Music* looks informative but uninteresting; on closer acquaintance one finds that its handy format provides the—what shall we call him?—the 'ordinary' musical man—you and me and most music-lovers, as distinct from the specialist—with a useful reference book comparable to the *Dictionary of Classical Mythology*, alas, now out of print, which Everyman's Library provided many years ago for Everyman's reading in classical literature.

It would be easy to complain of Eric Blom's self-imposed limitations and of his irritating abbreviations, made necessary by the size of the book, and to cavil at the omission of all living performers, including great executive artists such as Elena Gerhardt, Pablo Casals and Sir Thomas Beecham, who have not only set a very high standard of musical interpretation, but are also a model for the young performer. On the other hand, we can only admire the scholarship and knowledge that have gone into the compilation of this dictionary, which we can push into our pockets or keep beside our radio sets now that the Third Programme includes so many little-known names in music. We shall find it a boon, too, after broadcast talks on music, when words crop up such as Linear-Counterpoint, Diatonic, Monody, and

SCIENTIFIC BOOKS

Please state interests when writing

SCIENTIFIC LENDING LIBRARY

Annual Subscription from One Guinea

Prospectus on application

H. K. LEWIS & Co. Ltd.
136 GOWER STREET,
LONDON, W.C.1

Telephone: EUston 4282 (5 lines)

The Moral Aspect of Education

Arranged by :

THE ETHICAL UNION. Inclusive fee £3.

Details from :

The General Secretary, 4a Inverness Place,
London, W.2.

EXPERIENCED educationists will show how the present curricula and organization of primary and secondary schools can be effectively used for systematic moral education on modern lines

**SUMMER SCHOOL at
Royhill, Buxted, Sussex
July 28 to August 2**

so on ; for Eric Blom's definitions are concise and explanatory. He has, for instance, a long and helpful note on the controversial Twelve-Note Music, on which the later works of Schonberg, and those of Krenek, Alban Berg and some of Elisabeth Lutyens, are based :

'It abolishes keys and with them the predominance of certain notes in a scale (tonic, dominant, sub-dominant and mediant), using instead the 12 notes of the chromatic scale, each of which has exactly the same importance as any other. This rules out any feeling of tonality and also discards the resource of modulation, so important to musical structure in the classical sense. In order to make sure that no note assumes an even temporary predominance, the rule has been established that a musical theme must invariably consist of all the 12 notes of the chromatic scale, and that each note must appear only once in its course . . .'

It is surprising to find included in the dictionary the names of many poets, inserted because they have provided texts for musical settings. Under the entry 'Housman' is what must be a complete list of all the songs that have been made from the 'Shropshire Lad'—songs by Vaughan Williams, Ivor Gurney, and the American, Samuel Barber, to name but three composers from a list of thirty-one ! Is there any other sequence of poems that has been set to music as often as the 'Shropshire Lad' ? The depressive mood of most of these poems has appealed peculiarly to composers, notably to Vaughan Williams—one remembers especially the last verses of his 'Bredon Hill' from 'On Wenlock Edge' for tenor and piano quintet.

As an adolescent without a classical education I found the *Classical Dictionary* of inestimable value when reading a poet like Milton, and Eric Blom's *Dictionary of Music* will prove equally helpful to the music lover without a musical training. For it is a half-way house between the six-volume Grove and Oxford *Musical*

Companion on the one hand, and on the other the scraps of musical information that can be picked up from musical journalism. There is no other book to fill the gap, and one of its virtues is that it provides information without criticism or evaluation. This may make it somewhat dull, but there is value in the bare lexicon-like knowledge devoid of critical comment.

Edgar Myers

Extraits de Poil de Carotte :
Jules Renard. Edited by Vernon Mallinson. (Heinemann. 3/6).

Extracts as a rule are unsatisfactory unless the selection is made with infinite skill. As aperitifs they may sometimes be effective if the particular work lends itself to such treatment ; but judging from Duvivier's film made from the book, 'Poil de Carotte' would be better left intact. The film was passed to be shown to adults only, because the child is driven to such a pitch of misery and desperation by his mother's treatment that he tries

to hang himself. In the film, as in these extracts, she is barely credible except as a grim caricature of adult misunderstanding and mishandling of a child. No gleam of pity relieves, even for a moment, her wickedness towards the little boy. She cheats, bullies him when no one is there to see, and employs the dreadful weapon of sarcasm with as much malevolence as if she were dealing with an adult adversary.

Her husband has long since retired into defensive silence under similar treatment. Poil de Carotte is the tortured little link between the two, suffering all the tensions of their ancient antagonism. Monsieur Lepic's perceptions have been blunted by the years and his wife. Only rarely does he become dimly aware that his son's life is made as much a misery as his own, so the child is denied support by both parents.

Nevertheless the extracts provide a selection of the letters which pass between Monsieur Lepic and his son while the latter is at school, and these are a delight. Witty and formal, they reveal an essentially French attitude of father to son—no sentiment and a wholly adult and logical approach to a problem. For example, Poil de Carotte writes that he was chosen by his companions to deliver an address to their Latin master on the occasion of his feast-day. The boy had hardly opened his mouth to begin his peroration of congratulation when he was angrily ordered back to his desk. 'Mon cher papa, qu'en dis-tu ?' he enquires. The reply is brief and logical : 'Mon cher Poil de Carotte, Quand tu seras député, tu en verras bien d'autres. Chacun son rôle. Si on a mis ton professeur dans une chaire, c'est apparemment pour qu'il prononce des discours et non qu'il écoute les tiens.'

The other extracts for the most part emphasize the boy's unhappy relationship with his parents, particularly his mother, and the general effect is of adult cruelty, where in a book for boys about a boy, some 'little boy' brutality might have been more easily understood.

Jacqueline Saix

**The Girl who was Tidied Up.
The Boy who Fed his Pets.**
By Mary Burlingham Schmiderer.
(Transatlantic Arts, Ltd. 6d. each).

Two delightful little concertina sixpennies by Mary Burlingham Schmiderer which will be welcomed by children. They put into pictures what they feel on two subjects over which parents seem to them uncommonly fussy.

As the pages unfold one sees the
(Continued on page 187).

THEY LABOUR MIGHTILY

A Tale of Inshore Fishing
in War and Peace,

By DORA M. WALKER,

Demy 8vo, 100 pages plus 40 full-page photographic plates, 7/6 net.

Dora Walker is not only a practical "seaman" who skips her own boat in calm and storm, in summer and winter, in the North Sea, but she also writes graphically and with an unbounded enthusiasm for those hardy and courageous men who labour mightily in the stormy seas on Britain's eastern frontier. In the main, she writes about fishing from Whitby and provides a study of a breed of seamen known for their skill and hardy courage in both peace and war.

Additionally, the author has many thrilling chapters to devote to tunny, trout and salmon fishing.

The sixty-nine photographic illustrations are of outstanding interest.

Obtainable through all Booksellers.

A. BROWN & SONS, LTD.
32 Brooke Street, London, E.C.1

Pictures for Schools

John M. Aitkenhead

THERE are signs that we are becoming much more humble in our attitude to children, some signs that even the official attitude is much less cocksure than it was, say, at the beginning of the century. And these are, I think, signs of grace and of hope for the future—of homes and schools and so of humanity. Concepts of education as so many measurable elements, theories of a child's progress and development in terms of quantitative assessments, are not nearly so fashionable. Shocked by the mental tester who calculated Billy's I.Q. to two decimal places, our hearts go out to the teacher who sighed and said she supposed she couldn't really say how much good she had been to her charges until they went to Heaven. We do seem to be realizing that education has to do with people, with young persons who are not quite predictable, who have so many mysteries and possibilities.

Not that we have not been concerned until now with character-training. But a couple of world wars in half a century does not seem a very good advertisement for dinning into young people the need to be loving Christians and honest, thrifty, clean, obedient, efficient citizens, the common ground of most of the schools of Europe since the blessing of free compulsory education was hung around the necks of our parents (students in training read 'grandparents'). No, it would not be before time if now the whole educational world concerned itself with Billy's real character, with what kind of person he is, what feelings he has, what relationships he has, what he fears and hates, what he loves, what makes him happy and unhappy, why and when he is cruel. In short, what he makes of the world. Because that decides what he will make of the world, or what world his generation will make, and we begin to see the implications for education. We cannot be complacent any longer. We know about the atomic bomb and have heard rumours of improvements. The point for us is that the presidents, the dictators, the leaders, the common citizens, of 40 years hence, are with us now in school. For good or ill. And

one of the signs that we not only intend it should be for good, but have begun to consider the nature of the young creature in our care, begun to study the mechanics of his development, so that we may be surer his sojourn with us will be for his good, and so for the world's good, is the present exhibition of pictures for schools by the Society for Education in Art.

But that, I am afraid, is all we can claim for this particular exhibition. A sign of our humility before a child. Instead of proverbs and precepts on the walls of our class rooms we shall have pictures. And not only pictures, but original paintings. Good. And contemporary paintings. Excellent. Let children feel themselves near to the world of art of their own day. Bright, fresh living pictures will be on the walls of our class rooms, and their presence in his environment will win the child for beauty. This is very plausible and even commendable. No one to-day will question the interest and value of pictures for children; but precisely because the S.E.A. has set itself an objective infinitely more comprehensive than a campaign for brighter schools, we must question (1) the Platonic theory on which the above argument is based, and (2) the quality of the pictures on show. If because of the pitiful inadequacy of our

educational system there comes into being a society which (I quote the prospectus) 'seeks to establish an education in art which will develop the imagination and creative power of the whole rising generation' (and I believe some such development is our only hope) we must not let it be content to offer schools pleasant pictures instead of creative paintings. Children must not be talked down to; nor should they be spoken to in the language of a past age. The application of this to children's pictures may not be so obvious to adults, but it is nevertheless true, and twentieth-century children not only deserve but urgently require the inspiration and challenge of the mature language of twentieth-century artists.

It may be that Plato, as quoted by Herbert Read in the foreword to the catalogue, was right: that 'some influences from noble works of art would imperceptibly bring the child into harmony with the beauty of reason.' But no educationist to-day would be satisfied with this view. For that is not the function of art, and in so far as he so interpreted it, Plato may be said to have been concerned too strictly with the reason as distinct from the emotions. Art has all to do with the imagination, or at least primarily with the imagination, and

Vol. 1, No. 2

June, 1947

THE FREE MIND

ORGAN OF STUDENT RATIONALISM

"IN THE LAST RESORT the interests of Rationalism and University ideals are the same—the free exercise of Reason, and the careful criticism of all those things which, by emotion, tradition, and upbringing, we *want* to think."—Dr. Kenneth Urwin, from his *artical* in the current issue.

A new Journal for all concerned in University and Adult Education.
4d., by post 5d. Four quarterly issues, 1s. 8d. post paid.

C. A. WATTS & CO. LTD.

5 and 6 Johnson's Court, Fleet Street, London, E.C.4

Saxelby French Books

Many thousands of schoolchildren during the past twenty years have made first acquaintance with French through Emma Saxelby's *Mon Livre* and, more recently, *Cours de Français*. Teachers of French up and down the country, in widely differing schools, appreciate the value of the Saxelby books and their vitality as an introduction to the French language. Mrs. Saxelby, herself an inspired teacher, defined her aims and her method, with reference to *Mon Livre*, in "Some Notes on the Teaching of French." "We want," she wrote, "our pupils to leave school interested, not bored; we want to give them at least enough knowledge of foreign life and foreign people to wish for more."

MON LIVRE

Mrs. Saxelby's aims and method first found expression in *Mon Livre*, a course of three books, covering the School Certificate ground. *Mon Livre* was the result of its author's strong feeling that accuracy and fluency in the *written* language were of an equal importance to the mastery of *spoken* French and of her belief that the Direct Method could be carried too far. Taken to excess, she thought, the Direct Method was producing—and all this refers to some twenty-five years ago—a generation of fluent but inaccurate speakers, students who were unable to write or spell in French in spite of their excellent understanding of the spoken language. *Mon Livre* set out to combine the good points of the Direct Method with a careful and scholarly training in written French. And to a great extent, the course did what it set out to do, as is evidenced by its wide and long popularity.

COURS DE FRANÇAIS

Using *Mon Livre* herself over a number of years and corresponding with other users of the course, Mrs. Saxelby found that there were certain ways in which the original scheme could be improved upon. *Cours de Français* embodies those improvements, while retaining the method which had so well proved itself in *Mon Livre*.

Cours de Français is in four books, against the three of *Mon Livre*. The difficult transition from Premier Cours to Cours Moyen, in the earlier series, is therefore banished and more careful grading achieved throughout. The all too familiar "classroom" vocabulary is enriched and extended and the canvas broadened, so that at the end of his four years' reading the pupil is alive to the idea of the French as real people and of France as a many-sided

contributor to European civilisation. As early as *En Marche*, the second year book, readers are introduced to simplified extracts from *Le Médecin malgré lui* or *M. Perrichon* and in the third year, with *En France*, pupils are given a generous taste of modern French literature—Jules Romains or Duhamel, for example—as well as such established writers as de Maupassant or Loti. The fourth-year's reading, in *Enfants de France*, is a collection of some splendid material—again contemporary as well as classical—which shows the Frenchman in many diverse rôles, all of them represented in France's vital contribution to the life of Europe.

ON LOAN to teachers

To: GINN AND COMPANY, LTD.,
7, QUEEN SQUARE, LONDON, W.C.1.

Please send *Pour la France* on loan. I should also like details of *Cours de Français* and/or loan copies.

(Tick what is wanted).

Name

School Address

N.E.

Just published

POUR LA FRANCE

A Reader for fourth or fifth year 200 pages 3s. 6d.

This book, the last by Mrs. Saxelby, is intended for reading by boys and girls of 15 to 17, and can be used in preparation for the School Certificate. All the material is contemporary, some of it taken from work produced by Resistance writers inside Occupied France. Through these exciting and stirring passages, schoolchildren will learn of the valour and endurance of French people fighting both inside and outside their country. There are a French-English vocabulary, a page or two of suggestions for free composition and a short section on the background of the Resistance press.

- | | |
|---|--|
| 1. <i>Charles de Gaulle</i> , from various broadcast speeches | 8. <i>Nous avons sauté</i> , by A.P. |
| 2. <i>Mission sacrifiée</i> , by Antoine de Saint-Exupéry | 9. <i>Souvenirs d'un homme traqué</i> , by J. R. |
| 3. <i>L'Embarquement pour Gibraltar</i> , by Joseph Kessel | 10. <i>Madame Machue</i> , by Paul Simon |
| 4. <i>La Légion Etrangère à Narvik</i> , by P. O. Lapie | 11. <i>L'Interrogatoire</i> , by André Girard |
| 5. <i>Je passe la Ligne</i> , by Madelaine Gex Le Verrier | 12. <i>Les bons voisins</i> , by Arnaud de Saint-Roman |
| 6. <i>L'Épopée de Bir Hakim</i> , by Jean Pierre Besnard | 13. <i>Sauvetage</i> , by Willy Fournier |
| 7. <i>Bataille secrète en France</i> , by André Girard | 14. <i>Le Parachutage</i> , by Elsa Triolet |
| | 15. <i>Echappé à a relève</i> , by Elsa Triolet |
| | 16. <i>Le Coup d'Alger</i> , by Renée Gosset |

PRICES AND STOCKS

Mon Livre: *Premier Cours*, 4s.; *Cours Moyen*, 4s.; *Cours Supérieur*, 4s.
Cours de Français: *En Route*, 4s.; *En Marche*, 4s. 6d.; *En France*, 4s. 9d.; *Enfants de France*, 5s.

There is, of course, a demand for the Saxelby books much greater than their supply, under present book famine conditions. If teachers wishing to order any of the titles will write for information about stocks, the publishers will be pleased to indicate what is at present and shortly to be available. *Note*: The publishers cannot accept direct orders; these must be sent to a bookseller or school contractor.

children, young children specially, not only are ready to express themselves imaginatively, but actually require to do so. The quality of life in them grows and expands in proportion as they are allowed so to express themselves. Where they find adults encouraging this expression, children feel at home, gain confidence, become expansive and free—in a word, are happy. This is the atmosphere in which real education goes forward. Of course, all art forms are concerned, those of movement and sound as well as painting. With regard to painting, the child's emotions are directly expressed in shape and colour, and no one who has spent any time with children so occupied can doubt for a moment the development of the imagination that painting brings about. If now we could place in our schools adult works of art, just as imaginatively inspired, children would be encouraged the more. And something like this, one imagines, was the original aim of those responsible for this exhibition. Yet, except for one or two pictures and most of the sculpture, the whole collection fails against any such fundamental criterion. Pictures suitable for schools maybe; decorations maybe; but works of art, calculated to develop and enrich the imagination of children in the manner so necessary to-day—no. A tightness seems to bind the great majority. No barriers are broken and few live at all beyond their frames.

Creative painting is quietly exciting, secretly disturbing or calming, endlessly inspiring and provocative to the imagination. Such painting is done in a spirit of love, in recognition of the mystery of our beings, and children, perhaps because they are still close to the source of the mystery, respond to such painting. Thus they can be stimulated to create for themselves. Apart from such stimulation, perhaps the only human thing that will produce creative painting by children is the establishing of an atmosphere of love, a relationship of love between a teacher and a pupil or a group of pupils. (Interestingly enough, this is on record at the exhibition in the memorial volume of *Athene* for Marion Richardson. Wherever she went in London schools, children painted pictures as a result of her personal efforts in creating an atmosphere of love).

It was interesting to note how few of the visitors who signed the book were willing to make any remarks in the space provided. One schoolmaster's comment, however, sums up (if perhaps too cruelly and, I rather think, for different reasons) what I felt among the pictures: 'Anyone who thinks that pupils, boys anyway, would show any interest in most of these pictures after a day or two, should go and teach in a school for three months.' I hazard the guess that he was soured. He sounds as if he thought pictures of little value at all. I would like to think that I am wrong there and that the exceptions he was thinking of included 'Children's Carnival in Wiltshire' by Jankel Adler. If some unlikely school has acquired that painting, some lucky children will have their lives enriched.

ENTERTAINMENT FILM FOR CHILDREN

During the last few years so much that is uncomplimentary has been written and said about the aims, the organization and the programmes of the Children's Saturday Morning Cinema Clubs that an invitation to view a new Entertainment Film for children is accepted with a sense of foreboding and a determination to be at one's most critical. It was in this mood that I went to a Press viewing of *Bush Christmas*, the latest of the films made by a special department of Gaumont-British Instructional, Ltd., formed by Mr. J. Arthur Rank and under the direction of Miss Mary Field, but I can truly say that my critical faculties fought a completely unsuccessful battle with the pleasure I derived, in company with some fifty other Press representatives and an enraptured small boy of six, from this wholly delightful and enthralling film.

Bush Christmas is set in the Blue Mountains of New South Wales and its settings are a vivid illustration of the magnificent scenery and the varied plant and animal life of Australia. Not a single foot of the picture ever saw the walls of a studio or the glare of an arc lamp. The cast and staff are all Australian; the producer, Ralph Smart, was associate-producer to the film's great and immediate predecessor, *The Overlanders*, in which five of the players also appeared. The atmosphere of the whole picture is one of the open air, of horses and of freedom. I feel sure that when it is shown to child audiences many parents will be urged by their offspring to take the whole family to Australia immediately!

The story of *Bush Christmas* is one of those near-impossible adventure stories of courageous and enterprising children which are always popular. A family of children in Australia, riding home from school for the Christmas holidays, inadvertently give information to some horse thieves about their father's new mare. The mare is stolen, the children set off to track the thieves through the wild country of the Warrigal Ranges, and eventually, after many adventures, the horses are recovered and the thieves arrested.

The acting, unlike that in some of the earlier children's films, is delightfully natural; children will enjoy identifying themselves with Helen, John, Michael, 'Snow', and Neza, although their own lives are so different. The grown-ups keep well in the background except when the story warrants their appearance, and here I think special praise is due to Chips Rafferty who, after his success in *The Overlanders*, might have been expected to allow his strong personality to dominate his scenes. I liked, too, the very subtle introduction of a lesson on racial tolerance by the inclusion among the group of children of the aboriginal boy, Neza, who is always treated in exactly the same way as the others and who, by his initiative and knowledge, plays a big part in the final triumphant recovery of the stolen horses. The 'villains', the horse-thieves, are wicked enough to be hissed, yet often funny enough to be laughed at, and they are always real people.

Lest this report should sound too glowing, I must point out that there is one line at the end which, to me, struck a too-obviously moralizing note. But *do* children object to moralizing—or is it merely that adults recoil from pious statements which go over the heads of children?

I am not here concerned with the still very debatable question of whether or not these Children's Cinema Clubs are undesirable or have their dangers. It is clear that there are some serious and imaginative minds at work on the production of children's Entertainment Films. If *Bush Christmas* is an example of what they can do, the outlook for the future is distinctly promising.

F. Peett.

BOOK REVIEWS

(Concluded from page 184).

joy of *The Girl who was Tidied Up* in experiences which rapidly untidy her again; the reasoning of *The Boy who Fed his Pets* is amusing and perhaps salutary to the grown-up who tends to be taken aback by logical conclusions from his own argument.

J. G.

The Film in Current Affairs

A. K. de Denne

Gaddesden Training College

I HAVE already outlined in *The New Era* (May, 1947) the broad functions of the film in relation to other media already employed in the teaching of Current Affairs. This time I should like to suggest some practical methods of using the film news reel in secondary schools and in adult discussion groups, with particular reference to the third release of *Summing Up* which covers the first three months of 1947. These methods are still inevitably in the experimental stages, but are being found successful in some places where a serious effort is made to link the teaching of Current Affairs with the study of the social sciences generally.

This type of film has a limited educational value if it is regarded merely as a three-monthly 'treat' and is shown in a haphazard manner without being regarded as an 'aid' to a systematic scheme. It has, too, a restricted part to play where the conception of Current Affairs still consists largely in the study of unrelated items of news. But where Current Affairs carry a more thoughtful implication; where political happenings are linked inextricably with their economic background; where history in the making is related through its development from the past, and where civics assume an international aspect, there the educational news film has a vital function.

Every issue of *Summing Up* is motivated by a central theme covering the most significant events of the quarter. This theme is supported by several other topics, and a synopsis is shown on the order form, so that teachers in planning their programme of discussions and lessons can contrive to introduce *Summing Up* at a convenient stage. In the current release the main theme concerns the British Commonwealth; developments in India leading to withdrawal are shown, so are the strengthening of ties in South Africa by the Royal visit; there is an obvious correlation through the problem of the Indian minority in South Africa. Acting on the principle that the Current Affairs period should be essentially an activity, and very much the students' own show, it has been found that a very

satisfactory way of organizing the work is to divide the class into groups, each group specializing in a particular subject for which members collect, collate and display all relevant material and lead discussions.

In this case, therefore, the classroom 'experts' dealing with India and with South Africa will have been briefed that on a certain day the Current Affairs discussion period will require a review of their respective subjects, and they will have been mustering their facts. The specialists on India will refer to their files and pamphlets of background material on problems of India's population and religions, arrange a selection of display material, and at the same time ensure that their knowledge of current political developments is up to date. Similarly, a mass of material on South Africa, historical and geographical, economic and political, systematically collected over a period and probably augmented during the Royal visit, will have been documented for reference.

The teacher should, if possible, arrange to have a pre-view of the film. Careful study should also be made of the comprehensive teaching notes which include a synopsis, the sound commentary verbatim, and sub-titles. The film itself has a running time of ten minutes, and

may well be shown at the beginning of the period, providing a wealth of material for discussion between class and 'experts'. Care should be taken to guide discussion and questions to the subject itself rather than to the film. The careful selection of the topics covered in *Summing Up* and the ability of film technique to present news items in juxtaposition to the wider factors of history, geography, and economics, successfully overcomes the criticism that the educational news reel must always be out of date. For example, other topics in *Summing Up* No. 3 which, although introduced by items several months old, are worthy of full-scale consideration in Current Affairs at any time, are the problems of Germany's population and ruined industries discussed at the Moscow meetings of the Big Four, American intervention in Greece and Turkey resulting from President Truman's speech, and the long-term effects of the severe winter.

Thus, the quarterly news film can neither be regarded as material in itself for a complete lesson, nor yet as a passive film show. By methods such as the above, it can in practice take its rightful place as an 'aid' in a planned scheme of Current Affairs and become the focus of a host of activities in which every member of a class can share.

MODERN EDUCATION

July number includes an important article on

REWARDS AND PUNISHMENTS

by Dorothy Archibald, M.A., B.Sc., L.C.C.

also articles on

School and Life

Education in the West Indies

Life, Letters and Politics

Poetry in the Modern School

Book Reviews, Film Strip reviews, etc.

Price 6d. monthly

Annual Subscription 6/6 post free, or from W. H. Smith, etc.

MODERN EDUCATION PUBLISHING LIMITED

6 Endsleigh Street

London, W.C.1

Directory of Schools

FRENSHAM HEIGHTS

FARNHAM SURREY

Headmaster : PAUL ROBERTS, M.A.

Frensham Heights is a co-educational school containing at present 160 boarders and 40 day pupils equally divided as to sex and equally distributed in age from 8 to 18.

The school stands in a high position in 170 acres of ground.

There is a separate Junior School for children from 8 to 11.

Fees : £180 per annum inclusive

About three scholarships are offered annually

For particulars apply Headmaster

BADMINTON SCHOOL

Westbury-on-Trym

:: BRISTOL. ::

Junior School 6 to 11 years

Senior School 12 to 19 years

The School is situated in large grounds and within easy reach of Bristol, so the older girls are able to enjoy many of the advantages provided by a University City. A high standard of scholarship is maintained and at the same time an interest in creative work is developed by the practical and theoretical study of Art and Music. There are weekly discussions on World Affairs and more intensive work on Social and International problems is done by means of voluntary Study Circles.

Apply to The Secretary.

DARTINGTON HALL

TOTNES

DEVON

Headmaster : W. B. CURRY, M.A., B.Sc.

A co-educational boarding school for boys and girls from 2-18 in the centre of a 2,000 acre estate engaged in the scientific development of rural industries. The school gives to Arts and Crafts, Dance, Drama and Music the special attention customary in progressive schools, and combines a modern outlook which is non-sectarian and international with a free and informal atmosphere. It aims to establish the high intellectual and academic standards of the best traditional schools, and the staff therefore includes a proportion of highly qualified scholars actively engaged in research as well as in teaching. With the help of an endowment fund it is planning and erecting up-to-date buildings and equipment.

Fees : £120-£160 per annum.

A limited number of scholarships are available, and further information about these may be obtained from the Headmaster.

ST. MARY'S TOWN & COUNTRY SCHOOL

TOWN DAY SCHOOL :

38 Eton Avenue, London, N.W.3

PRIMROSE 4306

COUNTRY BOARDING SCHOOL:
Stanford Park, near Rugby

Telephone : SWINFORD 50

150 acres of parkland with river and lake
SWIMMING, BOATING AND RIDING

Possibility of Interchange between the two schools, realistic approach to progressive education, special methods in Language and Arts, sound academic work. Co-ed. 5-18

Principals :

Henry Paul, M.A. & Elizabeth Paul, Ph.D.

HIGH MARCH, BEACONSFIELD, BUCKS.
A Progressive Preparatory School for girls from 5 to 13. The school aims at giving a sound education with special emphasis on art, music, and creative activities. Miss F. H. Perkins and Miss E. B. Warr.

THE MOUNT SCHOOL, MILL HILL, N.W.7.
Large qualified staff, small classes, centre for Oxford Higher and School certificate Examinations. 30 boarders, 90 day boarders, 5-18.—Mary Macgregor, B.A. (Lond.), Camb. Teachers' Diploma.

MONKTON WYLD SCHOOL, nr. CHARMOUTH, DORSET

Principals : CARL AND ELEANOR URBAN.

Practical and cultural education for boys and girls (8-18). School life and curriculum planned to help children to develop into co-operative and constructive citizens. School farm ensures healthy diet. T.T. cows.

Fees : £135.

KENBURY HOUSE

EXMINSTER, DEVON

Kennford 356

Francis and Esther Kitto welcome children with or without their parents for long or short visits.

The group of children is limited to twenty, aged from birth to nine years, and we are ready to take part or entire charge.

Lessons are provided during term time for those over four on the voluntary basis. Special attention is given to diet on Food Reform lines.

The garden is large and safe, and the children can roam freely; there are the minimum of "don'ts," and we aim to give parents the much-needed rest so many of them have earned in the past years.

Details from Francis Kitto, M.A.,
at the above address.

WENNINGTON SCHOOL

WETHERBY.

Founded 1940.

Boys and Girls, 8—18.

A new type of Boarding School, well-organised and efficient without losing the family quality of life. Wholesome vigorous community providing a training in disciplined co-operation and practical social responsibility. Well balanced curriculum. Graduate teachers.

KENNETH C. BARNES, B.Sc.

Schools for boys and girls
from 3½ to 14 years

LITTLE FELCOURT

and

FELCOURT SCHOOLS,

EAST GRINSTEAD, SUSSEX,

are founded on the Montessori idea and aim to create the happy free atmosphere of a real home.

Particulars from the Principal

ELMTREES,

GREAT MISSENDEN, BUCKS.

(Boarding and Day School for Boys and Girls 5 to 12 years)
and LITTLE ELMTREES (for the under-fives).

Progressive education combined with a happy home life in an atmosphere of freedom. Art, Music, Drama and Dancing under specialist teachers are part of the school curriculum.

The school is situated on the fringe of the little village of Great Missenden, within five minutes walk of the station, with frequent train service to Baker Street and Marylebone.

The houses (adjoining properties) are chiefly Georgian in character, and the grounds of nearly 10 acres open on to the wooded slopes of the Chiltern Hills.

FEES : £135 per annum. Under-fives £120 per annum.
Entire Charge (holidays included) £160-£180 per annum.
Principal - Miss M. K. WILSON. Tel. : Gt. Missenden 407.

THE GARDEN SCHOOL

Wycombe Court, Lane End

Nr. High Wycombe.

Boarding School for girls (4-18). Estate of 60 acres in the Chiltern Hills. Sound academic work, with consideration for individual needs. Large staff of graduates. Vegetarian and ordinary diet. Open-air swimming pool.

FEES : £130 to £175 per annum.

Principal : Mrs. M. A. ORMROD, B.A.

HURTWOOD SCHOOL

Peaslake

Nr. Guildford

Co-educational from 3 years.

Modern building equipped for children in beautiful and healthy surroundings. The school aims at a high standard of scholarship in addition to health and happiness.

It wishes to attain a constructively progressive outlook without reaction, and believes that this can be done where tolerance is based upon sound knowledge and understanding.

Full particulars from the Principal :
JANET JEWSON, M.A., N.F.U.

Wychwood School, Oxford

RECOGNIZED BY MINISTRY OF EDUCATION

Maximum of 80 girls (half day pupils) aged 10-18. Small classes, large graduate staff. Education in widest sense under unusually happy and free conditions. Exceptional health record. Elder girls when not entering universities can either specialize in Drawing, Design, Languages, Music, Handcraft, or take year's training at Wychlea (Domestic Science House). Playing fields, bathing pool.

Principal : Miss MARGARET LEE, M.A., (Oxon.)
Late University Tutor in English.
Vice-Principal : Miss E. M. SNODGRASS, B.A. (Oxon.)

ST. CHRISTOPHER'S SCHOOL, Belsize Lane, Hampstead, N.W.3, has now re-opened (Boys and Girls). Head Mistress : Miss V. H. Wright. The Boarding School (Girls only) is still with Glendower School at Sydenham, Lewdon, Devon.

PINEHURST, Goudhurst. On the beautiful Kentish Weald. Progressive School. Co-educational 3-12 years. Sound education. Crafts. Riding. Food Reform Diet. Sun and Air Bathing. Excellent health record. Miss M. B. Reid, Principal.

PENDRAGON HALL

59 Bath Road, Reading, Berks.

A co-educational boarding and day school for children between 5 and 14 years of age. Original curriculum designed to foster individual growth and social responsibility.

Also TRAINING SCHOOL FOR MARGARET MORRIS MOVEMENT (Southern Centre)

The new Theatre is being built and there are vacancies for students (aged 14 or over) who wish to make a career of Margaret Morris Movement in its teaching, medical or stage aspects. Dennis March, B.A. Sylvia March, L.R.A.M. Claire Cassidy, M.M.M.

THE BELTANE SCHOOL

Shaw Hill, Melksham, Wilts. Boys and girls from five to eighteen.
Good academic standards.

ST. CHRISTOPHER SCHOOL LETCHWORTH

is an educational community of some 375 boys, girls and adults. The five school houses provide living and teaching accommodation for children from 6 to 18. It is situated on the edge of the Garden City, amidst rural surroundings and beautiful gardens. There is now a considerable waiting list, and early application is desirable for possible vacancies in 1950.

LONG DENE CHIDDINGSTONE, EDENBRIDGE, KENT

Directors :
J. C. GUINNESS, B.A., KARIS GUINNESS, R. G. H. JOB, B.Sc.

A group of a hundred children of all ages and forty adults, creatively concerned with education, agriculture and the arts.

PROSPECTUS FROM THE SECRETARY

BEVERLEY SCHOOL WOLFELEE, NR. HAWICK.

Progressive Co-Education. Boys and Girls from 3 years old. Healthy happy environment. Special attention given to diet. Entire charge and holiday arrangements made when necessary for children whose parents are abroad. Telephone: Bonchester Bridge 2.

PINEWOOD, AMWELLBURY, HERTS.

Home school for boys and girls 4 to 14, where diet, environment, psychology and teaching methods maintain health and happiness. Elizabeth Strachan. Ware 52

MOORLAND SCHOOL CLITHEROE, LANCS.

Co-educational 3-12 years. Tel. Clitheroe 8. The children lead vital, constructive lives, doing work of high standard in a happy natural atmosphere. Food reform and meat diets. Nature cure methods. Out-of-door activities. Co-principals: Miss D. E. King, L.L.A., and Miss A. E. Crane.

ST. CATHERINE'S SCHOOL, Knole Park, Almondsbury, near Bristol.

Co-Educational Boarding. All Ages. 400 feet up, looking on to Channel and Welsh Mountains. Food Reform Diet. Open-air Swimming Pool. Music. Art. 35 guineas per term.

Ralph Cooper, M.A., and Joyce Cooper.

THE FROEBEL SCHOOL, DATCHET, BUCKS. School of 40 children run on Activity Methods with support of Parents Group. Small group of weekly Boarders 5-6 years of age. Week-end escort to and from Waterloo, Miss Thronsen, N.F.U., Miss Underwood, N.F.U.

BUNCE COURT SCHOOL, Otterden, Faversham, Kent. Co-educational, progressive, recognised M. of E. Prep. for School Cert. Artistic and practical activities. Healthy food from own garden. Enquiries to: Anna Essinger, M.A., Principal.

SLADNOR PARK SCHOOL, Maidencombe, Newton Abbot, Devon, now open for problem children.

BEDALES SCHOOL PETERSFIELD HANTS (Founded 1893)

A Co-educational Boarding School for boys and girls from 11½-18. Separate Junior School for those from 5-11. Inspected by the Ministry of Education. Country estate of 150 acres. Home Farm. Education is on modern lines and aims at securing the fullest individual development in, and through, the community.

Headmaster: H. B. JACKS, M.A. (Oxon.)

Edgewood, Greenwich, Connecticut.

A Boarding and Day School for Boys and Girls from Kindergarten to College. Twenty-acre campus, athletic field, skating, ski-ing, tennis and all outdoor sports. Teachers' Training Course. Illustrated Catalogue describes activities and progressive aim. E. E. LANGLEY, Principal 201 Rockridge.

MOIRA HOUSE SCHOOL EASTBOURNE. Telephone 210.

Recognized by the Ministry of Education.

Boarding School for Girls from 6 to 18

Principals: Miss GERTRUDE A. INGHAM.
Miss MONA SWANN.

Vice-Principal: Miss EDITH TIZZARD, B.A., Hons. Lond.

GREAT SARRATT HALL, SARRATT, HERTS. Nursery and Preparatory Boarding School for children from birth to 10 years. Parents and school work in close co-operation. Group limited to twelve children. Qualified resident and visiting teachers. Principal: Gladys Raymond.

THE COURT HOUSE, PAINSWICK, GLOUCESTERSHIRE. Preparatory Boarding and Day School, boys 4 to 9 years, girls 4 to 12 years. The school aims to give a wide education on modern lines. Agnes Hunt, N.F.U., Evelyn Walters, N.F.U.

STANWAY SCHOOL, DORKING. Home and Day co-educational Preparatory School to 14 years. Nursery Class. Specially designed building on high ground. Education as an atmosphere, a discipline, and a life.

Directory of Training Centres

SPEAKING AND WRITING lessons (correspondence or visit), 5s., classes 1s. 6d. Special help to young people, foreigners, stammerers, etc., and to anyone finding difficulty in reading, writing, or speaking. Miss Dorothy Matthews, B.A., 32 Primrose Hill Road, London, N.W.3. PRImrose 5686.

THE CHARLOTTE MASON METHOD (P.N.E.U.). For the education of children (ages 4½ to 18) at home or in schools (including overseas).

Apply Director, Parents' Union School, Ambleside.

POSTS VACANT AND WANTED, etc.

RATES : 1s. 3d. per six words. Minimum 18 words. These charges must be prepaid and copy received by the FIFTEENTH of the month preceding publishing date.

COUNTY BOROUGH OF IPSWICH

Qualified women teachers are wanted for the following posts in September :

SECONDARY MODERN SCHOOLS.

- (1) *Christchurch Girls.* (a) Biology, (b) General subjects, with special interest in backward children, (c) General subjects, (d) Needlework.
- (2) *Nacton Road Girls.* (a) Mathematics and Biology, (b) Needlework.
- (3) *Copleston Girls.* (a) Needlework and general subjects, (b) Biology.
- (4) *Westbourne Girls.* (a) Music, (b) Biology. Gardening an advantage for either post.
- (5) *Priory Heath Mixed.* Specialist in Biology—ability to assist with commercial subjects would be an advantage.

PRIMARY SCHOOLS.

- (1) *Bramford Road.* Mistress for lower junior—interested in activity methods.
- (2) *Priory Heath.* Mistress with music qualifications.
- (3) *Clifford Road.* Master or Mistress for handwork and backward children.
- (4) *Whitton.* Mistress for needlework—able to play piano and take dancing. Interested in dramatics.
- (5) *Ranelagh Road.* Mistress for Juniors and Mistress for infants.
- (6) *Robeck Road.* Mistress interested in teaching backward children.

INFANTS.

There are three vacancies.

Forms of application are obtainable from the undersigned, to whom they should be returned, completed, not later than the 15th July.

J. T. HILL,

Education Department. *Chief Education Officer.*
17 Tower Street, IPSWICH.

WANTED—Trained and experienced KINDERGARTEN TEACHER for progressive school work, crafts and outdoor activities desirable. Also PIANO and EURHYTHMICS teacher, able to take singing and music appreciation if needed. Moorland School, Clitheroe, Lancs.

WELL-QUALIFIED Norwegian Kindergarten teacher (23) seeks post in progressive school where her training may be useful. Knowledge of English. Apply in first place to Barnes, Wennington School, Wetherby, Yorks.

TEACHER of Dance, Arts, Music, etc., with furniture, would like to share small school for young children. References exchanged. Box No. 343.

SUMMER HOLIDAY IN SWEDEN—Swedish boy of 15 offers exchange with English boy. Very good and happy home in University town of Lund. Those interested please write as soon as possible : Dr. Gayler White, 7b Swanegatan, Lund, Sweden.

EAST OR SOUTH AFRICA—Lady member E.N.E.F., University trained, 8 years teaching and social work, wishes opening. Write Box No. 342.

CITY OF BRADFORD EDUCATION COMMITTEE—Applications are invited for the post of full-time EDUCATIONAL PSYCHOLOGIST (Woman) to work in the Child Guidance Clinic and to organize classes for backward children. Candidates should possess an Honours Degree in Psychology and must have had experience in Child Guidance work. Commencing salary £350 per annum, rising, subject to satisfactory service, by annual increments of £25 to £500 per annum, plus bonus (at present £48 2s. 0d.) per annum. Applications, giving full details of age, experience, etc., accompanied by copies of not more than three recent testimonials, should reach The Director of Education, Town Hall, Bradford, not later than 12th July, 1947.

BOARDING HOME at Westerham, Kent, approved by the Ministry of Education for 20 intelligent maladjusted children aged 2-7 receiving psychiatric and psychological help. Applications invited for vacancies arising between September 1947 and January 1948 for year's training under direction of Ruth Thomas, Educational Psychologist. Maintenance allowance of £78 p.a. resident to applicants holding nursing, teaching or nursery qualifications, or with experience of children. Application to be made as soon as possible on forms obtainable from Homes Secretary, National Association for Mental Health, 39 Queen Anne Street, London, W.1.

TWO FRIENDS seek posts as Matron and Assistant Matron (or similar work) in boys' boarding school for September. Excellent testimonials and long experience. Write Mrs. Jones, Crossfields, Cannock Road, Stafford.

MRS. CATTERALL (trained children's nurse) has just opened a residential nursery at Highfield, London Road, Harbledown, Canterbury, Kent, and has vacancies for children up to five years of age. Older brothers and sisters can be taken during the school holidays if parents are abroad.

EXPERIENCED (10 years) teacher seeks Kindergarten or Junior position in progressive co-educational school. Modern outlook. Westhill Pre-School Teachers Testamur. N.E.F. Member. S.E. England preferred. Miss U. Rice, West Coombe, Hassocks, Sussex.

BEVERLEY SCHOOL, Wolfelee, Nr. Hawick, Scotland, progressive co-ed. boarding school, require in September : (a) Froebel Teacher with ability to teach piano and Dalcroze eurhythmics, (b) Nursery School teacher. In applying, state age, qualifications and experience.

WOULD any school by the sea offer a few weeks' hospitality to a Hungarian girl, aged about 12, who badly needs a short sea holiday? Write to N.E.F., 1 Park Crescent, W.1.

YOUNG WOMAN, Cambridge degree History, experience teaching, Youth work, Adult Education, interested Drama, Puppetry and Art, seeks post progressive school, London. Apply Box No. 345.

THE NEW ERA

IN HOME AND SCHOOL

GROUP ACTIVITY IN SCHOOL

H. R. HAMLEY, *Professor of Education, The University of London Institute of Education, Chairman of the E.N.E.F.*

Two important and related problems confront teachers as they look forward to the task of organizing, or, more correctly, reorganizing the primary and secondary schools of the future. One of these is concerned with the curriculum and the other with the method or methods by which the curriculum may be made effective. In some subjects, and in some schools, tradition will no doubt continue to have its way, but many teachers are now wondering whether the time has not come to make a clean break with tradition and to give practical expression to that adventurous spirit to which they had become accustomed during the war years. The following article has been written in response to their requests for guidance. It is intended for teachers who are keen to introduce group activity methods into their classes but are a little uncertain as to procedure. The examples of group activity that I have chosen are taken, not from my own experience, but from the experience of student teachers working under my general guidance. It seemed to be better to illustrate the subject from the point of view of the beginner in class control than from that of the more experienced teacher.

The typical unit of the worthy life'

Let us begin with a little theory. In educational literature group methods of work have sometimes been styled 'projects' but it is obvious that we may have individual as well as group projects, with much the same educational purpose. J. A. Stevenson, in a valuable book (still valuable al-

though published in 1922)¹ on *The Project Method of Teaching* defined a project as 'a problematic act carried to completion in its natural setting'. One of the virtues of this definition is that it insists that the act shall be 'carried to completion', but there is a danger here, that the work of a class following the Project Method shall be made up of a number of units, complete in themselves, but isolated from and unrelated to one another. The modern conception is that these units should be 'functionally related', that they should be linked together in the development of a continually evolving theme. Such a theme might be that of community living.

In an article published in 1918, W. H. Kilpatrick, the father of the Project Method,² tells us that he 'appropriated the word "project" to designate the typical unit of the worthy life'. This puts the emphasis in the right place. The

¹Stevenson, J. A. *The Project Method of Teaching*. New York, 1922.

²Kilpatrick, W. H. *The Project Method*. Teachers' College Bulletin, New York, Oct., 1918.

project, whether isolated or functionally related to other projects in the manner indicated above, is an echo of life, of life that is rich and significant, of life that is really worth living. If that is so, the characteristics of the project are the characteristics of the life that is worth living. Among them are the following: *purpose, significance, interest, spontaneity, and social co-operation*. A full discussion of these terms would lead us rather too far from our present purpose. The only term which may need a word of explanation is 'spontaneity'. Now it is one of the characteristics of life that it is not fixed or determined, strictly ordered or predictable; on the contrary, it is spontaneous and free, full of variety and enticing uncertainty. Life is a becoming, an unfolding, a continuous creation and no one knows with certainty what it will become or what the unfolding will finally yield. Where there is life, we say, there is hope. The glory of the project, whether it be an individual or a social project, is its *spontaneity*, its responsiveness to the evolving situation. No one knows, not even the teacher, exactly how it will turn out; no one knows the answer, for in many cases there is not one; at all events it cannot be found in any answer-book. The project has no pre-arranged standard either of appreciation or of attainment. Spontaneity is a characteristic of life, but it is also a characteristic of health. This is an aspect of the subject which has been developed in recent years by Moreno in his practice of social drama. My experience is that group activity methods do not, like other methods, give rise to

CONTENTS

	Page
GROUP ACTIVITY IN SCHOOL—	
H. R. Hamley	139
THE NEW EDUCATION FELLOWSHIP	146
SEARCH FOR A COMMON GROUND	148
A NOTE TO TEACHERS—Elisabeth Rotten	149
WORLDMINDEDNESS v. INTERNATIONAL UNDERSTANDING—Z. Ziliacus	151
N.E.F. MISCELLANEA	154
THE CIRENCESTER PRE-CONFERENCE—Kenneth C. Barnes	155
AT CIRENCESTER—I. E. Osbourne.....	156
BOOK REVIEWS	157

A REMINDER

G.B.I.
WALL CHARTS
IN COLOUR
Ready Shortly

LATITUDE and LONGITUDE

Size 35" × 22", 4/6

This chart was designed in association with the film which won the special award for the best teaching Film at the International Film Festival at Brussels.

LONGITUDE and TIME

Size 35" × 22", 4/6

The next charts to be ready will be:

The Rotating Globe I

24 HOURS—DAY AND NIGHT

The Rotating Globe II

1 YEAR—UNEQUAL DAY AND NIGHT

Size 40" × 30", 5/- each.

These will be followed by a series on: CITIZENSHIP.

(1) THE POLICE FORCE

(2) SEWAGE DISPOSAL

(3) REFUSE AND SALVAGE

Size 40" × 30", 5/- each.

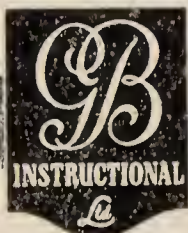
The above series can be used independently (as can all G.B.I. Wall Charts) or as companions to the new G.B.I. films on these subjects.

Other subjects now in production due by the end of the year:
HISTORY, GEOLOGY, BIOLOGY.

Send your orders, or requests for the illustrated catalogue to
THE EDUCATION DIVISION (Chart Section),

G.B. INSTRUCTIONAL LTD., Imperial House, 80/82 Regent Street, London, W.1.

N.B.—Cheques, postal orders, etc., must be made out to G.B. Equipments Ltd., not to the Education Division.



tensions or anxieties; on the contrary, they tend to sublimate those that already exist.

The Teacher's Rôle

It is well to warn the teacher who is thinking of introducing group methods into his class that he must be prepared for a new kind of class control and it may take him some little time to learn it. To begin with, he may find himself worried by the noise and a little perplexed by the activity which, instead of being in front, seems to be on every side of him. He will find it worth while to spend some time in quiet observation, if he can do this without feeling that things are running away from him. Indeed, he may often find it helpful to stand outside of the group situation for a few minutes, although his normal place should be right in the centre of things. He will soon learn to distinguish between noise that is disorder and noise which is the natural by-product of interested activity, and he will soon learn to seek his control not in authority but in the social situation itself. This means that discipline will not count for less but that it will take on a new meaning. Then, again, the teacher must rid his mind of the idea that his function as a teacher is to teach. Perhaps it is, but mainly by his skill in providing the conditions through which the children can teach themselves. The teacher's real function is to 'stand by', ready to help when the occasion demands, ready to encourage and inspire at all times. He must also be prepared to admit his own ignorance. If he does not know the answer, he should have a very good idea of where it may be found.

Let us now look at a few illustrations.

Group Work Among Infants

My first example is taken from a village school in a rural area. The class consisted of about twenty-five 6-year-old boys and girls in charge of a young and energetic student-teacher who had been given freedom to arrange her work in her own way. The classroom, fortunately for her, opened upon a wide verandah, beyond which was, first, a small playground, and then a garden with a patch of lawn in the centre. The only articles of furniture in the room were chairs,

tables, a shelf or two and a cupboard, but in odd places in the room the teacher had left materials of all sorts: wood, bricks, stones, scraps of cloth, paper, cardboard and string. The room was a children's paradise, nothing ordered or formal but everything ready to capture the imagination of the constructive builder. For some time each child was allowed to use anything in the room which appealed to him but after a short time the teacher asked whether they would like to do something together. This led to a discussion, ending in the suggestion by one boy that they might build a model house, a suggestion which was readily accepted by the others.

The work began with a discussion of sizes and materials and rough sketches were drawn on small blackboards spread on the tables. Finally at the suggestion of one boy, more intelligent than the rest, it was decided to build the model house one-quarter of the size of a real house, 'for,' said the boy, 'all you have to do is to halve and halve again to get the size.'¹ So the first lesson in arithmetic—a little unorthodox, perhaps—was 'fractions'. As the work proceeded the children seemed to find their own ways of halving numbers.

The building was to be made of brick. These became miniature bricks of hardened clay shaped by the children themselves. The doors and windows were cut by the boys from the sides of old boxes. They were a little crude but they served the purpose. While the boys were busy on the woodwork, the girls were engaged in making bits of carpet on simple looms for the decoration of the interior. The curtains were made from scraps of material brought from home. The furniture was made from cardboard or modelled in clay. The clay models, when dry, were painted with poster colours, as were the inside walls. Outside the house there was, of course, a garden, with a lawn and flowers of every hue. The lawn and some of the flowers were made of coloured paper; other flowers were made from soft bread pressed and kneaded between the fingers until it assumed almost a waxy appearance.

¹It was interesting to note that the proposed design was of the simplest kind, and showed an eye for the essentials: two bedrooms, a living-room, a kitchen, and a bathroom.

When the children were not engaged upon their house, the teacher interested them in the life and work of the family: in sewing, cooking, gardening, music, painting, reading, buying and selling, and in personal and community hygiene, and good neighbourliness. This led to activities of many kinds, all having to do with the home but carried out as separate exercises or projects. The incentive for reading came through the story, for the children had agreed that the people who lived in the house would read stories. Choosing a story with much repetition the teacher wrote it sentence by sentence on the blackboard; she then divided the sentences into words and the words into phonograms. It should be mentioned that the children had already become familiar with the shapes of such words as 'house', 'room', 'wall', 'floor', 'door', 'window', which the teacher had written on the plans and sketches. No formal arithmetic was done at this time but the children learned a good deal of arithmetic with the tape-measure and in the project on buying and selling.²

It is unnecessary to labour the general principles which lay behind this teacher's plan. It was, to begin with, a social plan, not only because it was enacted in a social atmosphere, but also because nearly every part of it had a social relevance. Each child, although contributing to the whole and co-operating with others in the group, had certain individual tasks to do. It was carried out in an atmosphere of freedom, but order was obtained mainly through the interest aroused. There was very little formal teaching and none was introduced until the children showed a desire for it; each part of the project seemed to evolve naturally and spontaneously from the situation as it was each day.

Surveys in a Primary School

My next example is a lesson in Boy Scout Geometry or Boy Scout Geography, whichever you like to designate it. The scene is a Primary School in London.

The teacher announced that the usual order of proceedings would be

²Cardboard coins were used. These used to be popular with children some years ago but are not very often seen now; in these days children prefer real money.

changed. Instead of working singly and independently they would work in threes. This meant that the class would be divided into eleven groups with a 'captain' in charge of each. It was the duty of the Captain to see that good order was maintained and that all three members of the group had something to do. The teacher then explained the procedure. 'Instead of working in exercise books, you will work to-day on blackboards.¹ There they are in the corner of the room. You will need rulers and chalk; they will be found on the table. The coloured chalk must be used sparingly and only when you feel that you can show up your work more clearly with it; otherwise, use white chalk. Next, instead of working singly you will work in groups, three in a group. In a few minutes, I will ask you to form yourselves into groups and to elect your own captain, or foreman, or leader, whichever you like to call him. Before you proceed to group yourselves there are one or two rules which must be observed, if the work is to be carried on in an orderly fashion. When I clap my hands twice, that is the signal for "stop work" and you must then stop what you are doing and listen for further instructions. When I say "Stand clear", that means that you stand clear of your blackboards so that we can all see them.'

Having divided themselves into groups and elected their captains the pupils put the blackboards on the desks (better on tables) and waited for further instructions. The teacher told the class briefly and clearly the problem to be solved, that a scout troop started from a certain place, went so far in one direction, then so far in another direction and so on. How far was the troop from the starting point? At a given signal the class set to work. The teacher spent a minute or two in general observation to assure himself that all the groups were busy and then visited each group in turn to see how the work was progressing. He did not inter-

fere or call the class to attention more than once or twice and then only when it seemed to be necessary; he contented himself with a word of encouragement and an occasional helping hand. When the method is new to the class, it will be found advisable to interrupt the lesson several times for the purpose of checking up. Later, when the method has been well tried, the class will go through a full lesson-period without interruption.

An important part of the lesson is the report and the discussion of results. If the problem is a simple one this may be taken at the end of the lesson; if it is more difficult, the discussion of the results should form the subject of another lesson. The captain will, as a general rule, act as reporter for his group but this procedure may be varied. If the subject is a suitable one the teacher may make a summary of the results on the class blackboard. He will often be able to make useful inductions and, if his subject is mathematics, he will find it useful to discuss 'errors', 'averages', 'deviations from the average', all important topics in modern life. I can remember how keenly interested a class of boys in the Clerkenwell Senior School (London) were to find that their average estimated height of a neighbouring Wren spire was less than 3 feet from the town clerk's figure, obtained presumably with very refined instruments. Our angles of elevation were obtained by sighting the edge of the blackboard in the direction of the top of the spire. Not satisfied with this result each boy made a 'clinometer' out of a sheet of graph paper pasted on stiff cardboard and a black cotton plumb-line and the class was rewarded by having the difference between their average and the real height of the spire reduced to about a foot. Those boys were learning by practical experience how to reduce 'errors of observation' to a minimum. I can never pass that Church without a stir of feeling; I am sure that many of the boys remember the result with satisfaction. Before we leave our discussion of procedure, it is hardly necessary to stress the importance of an orderly finish to the lesson. Blackboards, rulers, dusters, etc., should be returned to their proper places and the class should be

brought to order before being dismissed. This is all part of their training in good citizenship.

Suggestions for Beginners

The method that has been described may be used in the teaching of many subjects: mathematics, geography, history, elementary science, and simple crafts; indeed modifications of it may be used in all subjects. In the example given the same work was assigned to each group. This is the best way to start. When the class has had a little experience of group work—and the teacher, too—each group may be given a different assignment and the results may be brought together at the end. For example the method may be used to lead up to a lesson on 'similar figures'. Each group would be asked to make, at home, or during a craft period in school, a box or a model house of certain dimensions or specifications (the idea of 'specifications' is an important one). The lesson would consist of a discussion of the correspondences.

The beginner in group work may find the following suggestions helpful: Be clear and definite in your instructions; think out carefully beforehand what you want the class to do and state the problem clearly and in as few words as possible (there should be no stopping for 'I forgot to mention'); at all times allow for originality and initiative; interrupt the class as little as possible and do not interrupt the groups unless it is really necessary; move about quietly from group to group and keep an eye on the slacker who lets the others do the work²; allow the groups to elect their own captains but suggest that a change in captaincy is desirable, so that as many as possible may have the experience of leading the group while supervising the work be natural and friendly, take every opportunity to get to know the pupils personally³; lead the group towards the idea of co-operation.

¹Before the war excellent blackboards made of ply-wood on a light frame, plain on one side and square-ruled on the other (in red) could be purchased for a few shillings each. A dozen such blackboards for each classroom, or, if funds are limited, for a group of classrooms, should be considered essential equipment for a school. Blackboards which I purchased in 1930 are still in constant use and are almost as good as when they were bought.

²A captain is doing his duty as a leader, if he assigns work to others instead of doing it himself. It is the usual experience that, on the first day many of the captains fetch the blackboards, rulers, chalk, etc., themselves. Later they direct others to do this.

³Teachers who work by group methods never complain that they do not know enough about their pupils to make assessments of personality on record cards.

rather than dominant leadership¹; encourage an artistic presentation of results and clear speaking at the report stage; use the project for individual assignments in later periods devoted to individual work.

A 'Banks' Survey—Senior Boys

My next example is really a modification or extension of the last. In this case the subject was 'Banks' and the class a set of 14-year-old boys in a Senior Boys' School (they were just about to leave school). After a preliminary discussion on 'Banks' and their place in the modern world, which revealed quite extraordinary ignorance, the boys, who were accustomed to group activities of various kinds, suggested that they divide themselves into four groups of eight to nine boys each. This suggestion meeting with approval, the boys immediately set to work to make a 'plan of action'. First a map of the district was drawn, on the blackboard and on note-books, with the aid of a motorist's book of maps; a circle of half-a-mile radius was drawn with the school as centre; this was divided into quadrants, one being allocated to each group of boys. The groups made themselves responsible for the collection of information concerning banks in their respective areas. During the next day or two the boys went forth in search of information²; this they obtained by personal interviews, in one case with the bank manager who happened to be present when the boys made their first approach. The boys returned with copious notes and copies of prospectuses and balance sheets and much information about the services that banks render to the community³. Some of this information was new to the teacher, who became as interested as the boys themselves. In readiness for the next class meeting the relevant facts were set out clearly on the blackboards and the group captains gave interesting and lucid accounts of their findings. It was agreed that

a full-length report should be prepared, each group writing-up and signing its own contribution. I suggest that all such reports be preserved in the Head Master's room, or in a special 'Records Room'. In a school in which I experimented on group methods years ago the records were kept in pigeon-holes in a well-equipped Records Room. In the pigeon-holes, which would admit files of foolscap size, were to be found the records of projects dating back a good many years, a veritable mine of information for later research workers. The old pupils often asked to be allowed to see the work they had done in their school projects.

There is no need to comment on this project, for the same general principles that were noted in the second example apply here. The young teacher should be warned, however, against experimenting in this broader way, until his class has had experience of group work within the classroom. Children should not be sent abroad in search of information, until they have learned the difference between relevant and irrelevant information, otherwise they are liable to waste the time of busy people, as well as their own. The objection will be raised, by the hardened conventionalist, that a subject like 'Banks' cannot be properly placed. Arithmetic they know, and Civics they know; but to what 'subject' do Banks belong? The answer is: When in doubt call it Social Studies.

Social Studies as Incentives to Learning

The fourth and last example will, I hope, bring out the meaning of the term 'Social Studies'. A full description of this project, which lasted many months, would fill a book. Only a broad outline can be given here; the details will have to be imagined.

The scene is a Senior (or Modern) School on the outskirts of a small industrial town, essentially urban in its outlook but close enough to fields and trees for healthy relaxation. The Head Master, who was new to the School, was young and energetic, full of ideas which he was not afraid to put into practice; his main concern seemed to be the welfare of every boy and girl in the

school. He was fortunate in having a staff almost as keen as himself. The children were, on the whole, not highly intelligent but there were a few very bright ones among them; there were among the entrants many who were very backward in the basic subjects; quite a high percentage (some 15 per cent.) could scarcely read at all. Like most backward children they were apathetic and unresponsive and a survey of their interests showed that very little in the life and work of the school really interested them. Here was a golden opportunity for experiment.

The first few days were spent in testing the children by every reliable testing device known to us. The main purpose of this testing was not to grade the children in order of ability but to discover any marked defect or latent talent. We found both. We found defects which were remediable and defects that were not; talents that were known before and talents that were not. It was all rather exciting, as discoveries always are. The teachers made estimates of the personal qualities of the children (temperament, character, interest), to discover, after they had embarked on their new programme, that they were often out in their estimates because they had never before seen the children as normal social beings.

It was decided to base the new curriculum on 'Social Study' and it was felt that this could begin in no better place than in the immediate neighbourhood. As a first step the new classes were taken on a tour of the district and they noted, as they went, the more important community features: the shops, the factories, the administrative offices, the Church, the fields and the trees close by. On their return the teacher suggested that they draw a map of the district, marking in the things they had seen. This they were quite unable to do. To give them a start the teacher cyclostyled a rough map showing the main streets with the school in the centre. The children then marked them appropriately with crayons. Very few of the children could spell the simplest words correctly, like 'school', 'butcher', 'grocer', and 'Church', and that at the age of 12! This may not give the impression

¹The purpose of group methods is to train children in social co-operation not to train leaders.

²Special permission had to be obtained to allow the boys to be away from the school premises during the school hours.

³This was to the boys one of the most surprising results of their enquiries; the boys learned that banks render a service to the community.



France and the French

E. A. CRADDOCK M.A.

"I have nothing but praise for Mr. Craddock's *France and the French*. . . . The format and presentation are a triumph for cheap book production, the arrangement and development of the arguments most calculated to arouse and provoke profitable discussion. Mr. Craddock knows his France and brings a most sympathetic and subtle understanding and insight to bear on the problems that have confronted the French people down the ages . . . fifth and sixth forms in schools have a treat in store. May I not prevail on the pundits of Higher School Certificate to prescribe it in the very near future as a compulsory set book."—*Journal of Education*.

"A concise but balanced explanation of the land, people, history and culture of France. . . . It should prove valuable as a text-book for schools and adult classes."—*The Times Literary Supplement (Charter for Youth)* 5s. net.

RECOMMENDED BY THE SOCIETY
FOR SEX EDUCATION AND GUIDANCE

How Life is Handed on

CYRIL BIBBY M.A. M.Sc. F.L.S.

"An admirable introduction to sex teaching by an author who has made this difficult subject his own. We have no doubt that it will be welcomed and widely used."—A.M.A.

"Official recognition by the Ministry of Education that instruction in sex matters should be included as a normal part of the school programme has led to a growing demand by teachers and parents for books which could be used as readers by children. For children aged about eleven years this book would be eminently suitable."—

Nature.

"A very useful book for teachers and parents who wish to give their children a clear and sound explanation of reproduction and related matters. The book is abundantly illustrated, which adds much to its value."—*Biology*.

Illustrated.

3s

Thomas Nelson & Sons Ltd.

Parkside Works - Edinburgh

of a good morning's work but it was the beginning of a new era in the lives of these children. Next day the children began to explore the district in greater detail, making their first halt at the baker's shop. The halt seemed to be indicative of their interest; they settled down and sketched the shop and then turned to the butcher's shop on the opposite side of the road. Returning to school they added the appropriate colours but were not very successful when they tried to write a few lines about things they had seen. Strange to relate, no one could spell 'sausages'.

As time went on the interest in the study steadily grew, sketches improved, descriptions became longer and soon the idea of making models of some of the shops took hold. The models were made of cardboard and stocked with goods moulded in clay; this was done in a series of group projects. Then background had to be given to the scene with blue sky and cloud, distant hills and trees; for this the help of the art teacher was sought. Then information was sought on the business carried on in the town, in the bakery, the

grocery store, the butcher's shop, the ironmonger's and the chemist's. There seemed to be very few simple books which would tell the children how bread is made, where our meat comes from and how it is marketed, how the grocer, the ironmonger and the chemist get their supplies.¹ The search for information stimulated the desire to read, a desire which was not very much in evidence before; it also led to visits to the shops to obtain further information first-hand. In all cases the children met with a cordial reception; they saw the bread being made, put into kilns and taken out again; they learned the difference between the action of yeast and baking-powder; they learned how meat is cut and how sausages are made; they saw coffee being ground, tea being mixed, milk bottles being filled, and in hundreds of little ways began to understand the work that people do. Their visit to the local church is worth mentioning. For some reason it was not until most of the other local

interests had been exhausted that some one suggested that there might be something worth seeing in the church. The church proved to be one of the most interesting of all the places they had visited. To begin with it had a history and the minister of the church knew it well. He began with the history of families known to the children and went on to relate the life of the church to the whole district. He then showed how a pipe organ is worked and played music that was familiar and music that was still unknown to them. On their return some of the children who could write well had a long and interesting story to add to their steadily growing file of sketches and observations.

The above description will give some idea of the way in which the social study developed. When the children had learned as much about their immediate surroundings as they could, they went further afield, to factories, to neighbouring farms, and in the second year they went on excursions to other towns. It must not be supposed that the children spent all their time on the study of their surroundings. Many,

¹There is a great dearth of books on the work of the world written in very simple English.

HEINEMANN

To be published 13th October.

EDUCATION FOR SANITY

By W. B. CURRY, M.A.

Headmaster of Dartington Hall.

Bertrand Russell writes :

'It takes the form of a dialogue between parent and schoolmaster, and discusses just those questions that parents are most apt to raise concerning progressive education. I think it is likely to be widely read, and to be read with approval by a very large percentage of its readers, since its tone is persuasive rather than provocative.'

'The book is exceedingly readable, and exactly calculated to interest parents who are in any degree doubtful about conventional educational methods.'

7s. 6d.

Published 11th August, 1947.

RECORD AND REPORT

By N. L. CLAY, B.A.

An entirely new type of anthology, consisting of good, plain prose, by writers who have taken an active part in affairs. The extracts range from Cobbett and the Tolpuddle Martyrs, to war correspondents and the scientists who write about Hiroshima. Suitable for middle School.

3s. 6d.

Now Ready.

ECONOMIC SOCIETY

By VICTOR COHEN, B.A.

A new edition of this very readable introductory economics text-book for Sixth Forms. Four new chapters have been added, dealing with Currency, Population, Full Employment and International Trade.

6s. 0d.

99 Great Russell Street, London, W.C.1

for the first time for years, began to feel the need to make up deficiencies in their education; so remedial classes, called 'tutorial classes', were arranged to remedy these defects, chiefly in English and arithmetic. The attitude seemed to be: 'We are learning a lot of new things and we could learn a lot more, if we could read and write well.' It is interesting to note that very few of the children asked for story books (and they were nearly all girls); they wanted books that added to their knowledge of the world in which they lived.

Some Conclusions

At the end of a year most of the children who had been backward had improved in their grasp of the fundamentals; at the end of two years all except a very small minority reached normal standards; moreover, they developed something like a zest for learning. To see backward boys struggling with their arithmetic, not because they had come to realize its usefulness, but because they wanted to 'make good', was a

revelation of the truth that success in one sphere of activity often leads to a determination to achieve at least adequacy in other spheres as well. One of our reasons for testing the abilities of these children so widely was the hope of discovering any ability at all which could be used as a starting-point for educational success and satisfaction. Then, again, we found that the study of the actuality in their social life almost invariably led to thought about the ideal; so the town survey gave place to town planning and the model of the actual town to the model of the ideal town. This was in itself very valuable education, that the planning of the ideal should be based on a knowledge of the actual.

My interest in education through social activity which has now extended over many years has led me to certain conclusions, some of which may be worth mentioning. The first is that, as a general rule, social relevance leads to intellectual interest. Children are keenly interested in the world around them, and in the life and work of their own community; they are interested in folk and in the work

that their own and other folk are doing. The second is that a training in social living through activities like those that have been described does transfer to the wider life outside the school; there is a real and permanent value in social education. The third conclusion is that 'practical education' to be of any value must have a social relevance, or, to express the same thought negatively, there is no necessary value in practical activity as such. Finally, that good social education has definite hygienic value; children who are given freedom to express themselves in social projects are, in my opinion, less prone to anxiety and other symptoms of personal maladjustment. This is because social education, in the very nature of things, is concerned with the child's whole personality, with his affections as well as with his intellect, with his heart as well as his mind.

[The first experiment in this article was originally described in an article for 'World Review,' with whose permission it is here reprinted.]

THE NEW EDUCATION FELLOWSHIP

A DRAFT DESCRIPTION OF ITS AIMS

We live in an epoch of a rapidly changing world society.

The development and interactions of the individuals who compose this society, their diversity of views and variety of practices, determine the direction of its change. Education consists of fostering the fullest possible development of the potentialities of each person both as an individual and as a participating member of this interdependent world society. Education is a dynamic and inseparable part of social change.

The specific aims and practical methods of education must therefore be continuously re-examined and re-interpreted as the demand for social justice becomes more conscious and as science and experience yield increasing knowledge of child, man and society.

This requires the creative thought and active work of men and women who can free themselves from the inertia of past and static forms of education and who are sensitive both to the needs of children, youth and adults and to the needs of a society striving towards a world order of peace and justice.

The New Education Fellowship is an organization through which such men and women, in each community and every country, can find fruitful interchange of thought and experience, and the co-ordination of their practical educational work. It aims to unite in one world-wide organization those who are striving to comprehend and satisfy new educational needs as they arise in the forward struggle of mankind.

THE statement appended below is an attempt to re-formulate the aims and outlook of the New Education Fellowship in the world of to-day. A few words of introduction are perhaps necessary for those who did not take part in the Conference that issued the statement.

The Cirencester Conference was organized jointly by the N.E.F. and the Council for Education in World Citizenship and, as most of those who attended it will no doubt agree, it successfully carried out the function of providing stimulating and informative lectures and discussions. In addition to the regular Conference, however, N.E.F. Headquarters had planned a special series of meetings, beginning three days before the general Conference and continuing throughout it, at which members of the Executive Board and International Council and representatives of our Sections in many different parts of the world could meet and thrash out the problems now facing us. Most of the results of these discussions are embodied in recommendations to the International Council and Executive Board and will reach our members in that form.

It was felt, however, that one problem transcended all others and required special treatment—the

re-statement of our under-lying philosophy in the light of what past years have taught us and in view of the needs of the world to-day. A small Committee was appointed to make such a re-statement. The Committee worked very hard to achieve a synthesis of points of view which at first appeared to be opposed but gradually came to be seen as complementary. The statement was then submitted to the full Conference of N.E.F. members and finally approved as embodying the sense of the meeting. It will now be circulated to the International Council as the basis for a more official statement of the aims and outlook of the N.E.F. It is hoped that the present draft will be discussed in the different Sections and comments sent to Headquarters to assist in drawing up a final formulation.

Before our members gathered, a memorandum was submitted to them on our policy. The following extracts from this memorandum, issued by the Chairman, L. Zilliacus, may be suitable to round off these introductory words :

‘The N.E.F. has, since its founding, stood for education for full human stature for all children ; everywhere in the world and in all parts of the social structure, from its dark valleys of neglect to its sunny uplands of privilege. This has meant

on the one hand interest in the individual child—all-round development of the individual with all that this implies—and on the other an interest in the environmental conditions that make or mar this development; in other words, an interest in society. The first interest has produced the child-centred school, the second the social and world-minded teacher, both together an education which regards the child as an individual growing into and through society. There seems no reason to abandon either interest to-day.

‘There is, however, need for reviewing plans of action and the general policy of the N.E.F. in view of the changes brought about through the war and the circumstances that led up to it.

‘The most striking fact facing us is the drift towards another war and the scarcely imaginable ruin it would cause. War or peace is the great question facing education as all other forms of constructive human endeavour. Can we promote peace through education? That is surely our most urgent challenge, however important our other educational problems continue to be.

‘For my part, I should like to see the N.E.F.’s policy for the next few years planned principally to meet this challenge. And I want to see it worked out both in terms of what can be done through education to bring up the new generations as good world citizens and good human beings,

and in terms of what can be done to make better world citizens of the teachers themselves. The teachers of the world are a mighty corps, or would be if they were enlightened and united. They have duties as adult members of society and I feel certain that if they perform them with passion and knowledge, that in itself will greatly affect their educational practice within the school and help make citizens of their charges. I should, therefore, like to see the N.E.F. make itself an organization for educating teachers as much as children and young people.

‘Education for peace is a question that will receive many answers from our members. In the main these will group themselves in two categories: psychological (including “spiritual”) and social answers. The former will go to the individual as the source of peace and war and seek ways of making him friendly, healthy, co-operative, humane, imbued with the spirit of love, perhaps the religious spirit. The latter will turn to economic and political structures as determining the tendencies and outlook of men and hence their development towards social cohesion or disruption. Personally, I have great respect for the former, but regard the latter as more immediate and urgent; but I should like to see both parties hammer out our policy together.’

Clare Soper

LAWRENCE & WISHART LTD.

NEW CZECHOSLOVAKIA

Gustav Beuer

Describes Czechoslovakia's magnificent efforts at industrial reconstruction and its impressive results and relates most movingly the martyrdom of the Czech and Slovak people under the German occupation and the heroic struggle of the National Liberation Movement.

304 pp.

12s. 6d.

Distribution: Central Books Ltd., 2 Parton Street, W.C.1

81 CHANCERY LANE, W.C.2

Search for a Common Ground

MR. LANCE L. WHYTE gave two papers at the Cirencester Conference of the New Education Fellowship in which he helped greatly to shape and forward the common feeling of the Conference that teachers need to reformulate their basic philosophy. His own view was a radical one because he considers that the world is on the verge of an exciting transformation in the bases of human thought and that what is needed is a new foundation for human thought, intellectual, moral, religious, scientific. This new foundation must be universal. This means that the individual must be able to apply it in all fields and that it must be true for all mankind; it must be integral with science and fit in with the body of contemporary scientific knowledge; it must in some sense have the power that religion had in the past; it must not only transform man's external environment but give him power to transform his own nature.

The first paper was specifically addressed to teachers and the second ran on the lines already indicated in Mr. Whyte's Third Programme broadcast (see *The Listener*, July 17th, 1947, pp. 98 and 99). We hope to publish notes from both papers when the author returns from abroad and has had time to revise them. In the meantime, by his kind permission and that of his publishers, The Cresset Press, we give some extracts from his recent book, *Everyman Looks Forward*.

'The recognition of a condition and tendency, common to all mankind, can alone provide the consensus of conviction which is the necessary basis of the world order. The long-term trend towards a world order is obscured by the prevalence of aggression, but that fact does not refute the trend since it is the inevitable accompaniment of the decline of the Western civilization based on fear. The peculiar significance of the present moment is due to the fact that man is being forced to the all-important recognition that aggression can be reduced through the progressive elimination of fear.

' The central theme of this conviction is the recognition that

there is dominant or latent in every individual a formative principle which can overcome frustration, fear and aggression.

' this view will, I believe, be recognized both by increasing numbers of individuals as true of their own nature and experience, and by a science of man as objectively and historically valid. The consensus of conviction will thus express both a unanimity of individual minds and wills, and a universal orthodoxy sanctioned by science. From the point of view of an historical biology the growth of this consensus means that *homo sapiens* is becoming aware of the dominant integrating principle in himself as individual and of the particular aims which at this stage in history express the common destiny of mankind, and is using that awareness to establish a world order based on the progressive elimination of fear and aggression.' (pp. 28 and 29.)

' This twentieth century is the unique historical period when science, with all its varied methods, is converging on the central tendencies of human nature. A balanced science of man, recognizing the single phenomenon beneath the appearances called body and mind, must be expected to establish a view of the human person as lucid and reliable as the discoveries of Gallileo, Keppler and Newton, and as acceptable as the religious gospel of love. The consensus will thus express the first scientific synthesis having the force of a religion, and the first personal and social religion carrying the authority of science. Nothing less powerful can restore intellectual, moral, and social order. This may not be the fantasy of the future beyond the knowledge of the living. Those who are still young may experience it, and those who are young in spirit can anticipate it now.' (p. 30.)

'The consensus will receive its ultimate sanction from the re-ordering of knowledge within a comprehensive scientific synthesis. A new order in knowledge will mould and support a new order in society. But it has often happened in the past that the main themes of a scientific synthesis still lying ahead have formed part of the general trend of thought before

they received their final formulation in an acceptable scientific system. This situation appears to be present now, and it may be possible to anticipate some features of the coming consensus.' (p. 33.)

'Though the simplicity of the new conviction will be due to the re-ordering of knowledge, it will comprise elements which can be traced to definite sources:

From the world religions the consensus will inherit, as did science, the conception of a universal truth relevant to all men, and the belief in love as the expression of a principle which can overcome aggression.

From Christianity it will take the principle of the equal worth of all persons (limited only by the hierarchy of power serving the development of all).

From humanism it will preserve the recognition of the infinitely varied potentialities of the individual.

From Marxism the aim of a realistic social justice within a developing community, *i.e.* of an assured basis of life, and equality

PILGRIM'S PROGRESS

by JOHN BUNYAN

A new beautifully produced, illustrated edition of one of the world's greatest books. There are sixty auto-lithographs, many in full colour, by Clarke Hutton, and the typography is a joy to the eye.

The price is remarkably low for an edition of this quality. Eminently suitable for School libraries and for prize or gift.

12s 6d net

SCM PRESS

56 Bloomsbury Street,
London . . . W.C. 1

of opportunity for education, work and leisure.

From the biological, medical, and psychological sciences the knowledge that the diseases and distortions which frustrate human life can be progressively eliminated.' (p. 34.)

' But this is not enough. A new social order cannot rest on a mere summation of existing knowledge. To establish the new social order which is possible in the near future, man must not only use all existing knowledge about himself, he must go further and discover something new about himself in the process of making that new

order. That is always true of the birth of a new civilization, but to-day one can go further and assert that the new knowledge of himself which will mark the new order must be scientific. . . . But science cannot yet assert the central truth that is needed and contemporary man therefore lies trapped.' (pp. 35 and 36.)

'To this progressive realization of the possible the new sciences are already making their contribution. Biology, medicine, and psychiatry have begun to influence religion, education, law, and politics. Through science man is now ap-

proaching the knowledge of himself which is necessary for the proper life of a reflective species with the faculty of anticipating and furthering its own development. This scientific self-knowledge, justifying the essential intuitions which underlay the traditions of the past, will be the characteristic feature of the coming world civilization.' (p. 35.)

[Lance Whyte's other books are: *Archimedes, or the Future of Physics* (1927), *Critique of Physics* (1931), Kegan Paul; and *The Next Development in Man* (1944), Cresset Press.]

A Note to Teachers

Elisabeth Rotten

DURING this Conference I have been reminded of a conversation I had many years ago when we were preparing for one of our International Conferences in a European country. I went to see the President of the main Teachers' Association there to tell him about the New Education Fellowship and its aims, and we talked also about the release of the creative force in children. He took it very seriously and said, 'I am in full agreement with part of what you say. I am convinced and have partly experienced it myself, that in most children there is a capacity for self-expression in art, music or some other form of beauty and creativeness; it is in them and it can be brought forth. But I have given a lot of thought to this matter and, as a citizen, I do not feel that I can be responsible for allowing them these ways of self-expression because we are living in an industrial age and most of these children and young people will have to do very dull and monotonous work in industry in later life. We need them—we cannot spare that sort of worker. So if we awaken and satisfy this hidden power in them they will either refuse to do this dull work or, if they have to do it, the creative force will be crushed in them because they will be too tired to give way to it after their work. This will create a trauma in them. So it is much better, in the Primary Schools at least, not to awaken these forces.' I said, 'I come to the opposite conclusion. If we are convinced and have experienced that this

creative force is in all children and therefore in all human beings, we must satisfy it, but we must go one step further. We certainly need industry and cannot go back behind the industrial age, but we must change the industrial world and its economic structure so that there is room for the creative forces in men, if not in their industrial work then in their leisure time.' I still think that this is part of what we owe to our children.

Observations such as these make us see, I think, the correlation between education on the one side and social change and our duties within society on the other. So far I think we shall all agree, but I suggest that we might agree to go one step further together and to say that it is for the individual teacher or educator to decide whether he will have the inner strength to work and struggle on both fronts, in education and in the political field, or whether he must confine himself to preparing an atmosphere for better political and social justice in the schoolroom and in his personal intercourse with the people of his own generation.

As Beatrice Ensor has very clearly put it, there is still a lot to do in completing and re-adapting to changing conditions what we have already begun. At the same time we must ask ourselves whether there are not new tasks before us. I myself gratefully acknowledge the formula of Mme Séclet-Riou, that we should not use education in the service of peace but should ask what is the rôle of education in the maintenance, or rather in

The Pestalozzi Children's Village, Trogen, Switzerland

the creation and the building up, of peace. I have always opposed letting education be in the service of anything; it should not be a servant but rather the flame that lights the way to better things.

In our time of confusion, we feel that there must be some definite things which are humane at bottom and for which education should stand. I have found part of a reply to that question in Goethe. He once speaks of the old Persian religion and says that it had only one religious law but that, if you examine it, you find that it includes the Decalogue and all the other ethical laws. It is 'Thou shalt not lie; be true to yourself and to others.' This truthfulness to ourselves and our fellow-men, which is much more than not lying, leads us very far and includes a great many of the things we should like to teach as ethical values to children. Personally I should like to add to this, human brotherhood. All religions, all denominations, all constructive philosophies, can unite in that and it includes a lot of what has been said and demanded by the N.E.F.

We must ask ourselves now how should the recent war, in its course, its issues and its deeper challenges, affect our educational aims? I can see one thing which should give us much to think about. Mr. Lauwerys, in his report made for the Conference of Allied Ministers of Education on the educational problems of the liberated countries, speaks of young people who have with great loyalty and very courageously fought in the Underground

movements for democracy. But it has been observed that the incentives which the Nazis used had a secret and unconscious appeal to them; 'they admired what they hated.' Long before the time of the Nazis, I put side by side the laws of the Scout Movement, the Italian Ballila and the Russian Pioneers, and it was astonishing how similar they were on one point: they all appealed to the helpfulness, the sense of chivalry and the readiness for self-sacrifice in young people. As early as 1911, the American philosopher and psychologist, William James, wrote an essay with the title 'The Moral Equivalent of War.' This is so far-seeing that it can still stimulate us to find out how to organize adult life in peaceful time so as to satisfy the longing for adventure in young people. He very definitely states in this essay that he believes eternal peace to be within the reach of human nature, but that we shall never achieve it until we have discovered and established in normal life the moral equivalent to that which in war-time satisfies the

adventurous spirit of young people. In all these tasks do not let us be afraid of science or politics. Science is not merely reasoning, not merely an intellectual process. It will help us enormously as an instrument to clarify the way which some of us have tried to find by intuition. It will help to test our individual experiences and will give us new light on the path we have to find with 'the compass which we have within our own hearts,' as Kees Boeke has said. Similarly, politics may be an instrument to pave the way for those changes which the adult world needs, to make it ready to accept the young people whose creative forces and willingness for co-operation we have encouraged in the process of their education.

And, lastly, do not let us forget that we shall never know what education really is unless we know better than we know now what is going on inside the child. Here, too, intuition, living with children and science have to go hand in hand and to be integrated into one creative and illuminating stream of

light. Very much is to be done on that line. We should be aware that all over the world there is one single folk of children and that these children are nearer to each other and more related in their ways of feeling, in their notions, in their imagination and in their attitude to life than children and adults can be anywhere, in any given country or within any national boundaries. Deeper intercourse with children and better knowledge and insight into their inner lives will convey to us more than can be expressed in definitions of what we mean when we think of and hope for world unity, world citizenship and world community. Education is a very specific and convincing field for the inter-action of separate entities towards a new unity which, as we have been told by Mr. L. Whyte, may be the saving grace of the future. At the same time it is a perennial revelation of that process of mutual influence which goes on and on and is deepened and enriched by more profound contacts between children and adults.

NEW AIMS ... NEW METHODS ... NEW BOOKS

THE LIFE & SCIENCE BOOKS

General Editor: Patrick Thornhill

FOR 11-13 YEAR OLDS

How can we educate ordinary boys and girls for life in a scientific age, when schools lack specialists, space, equipment? . . . And when Education now demands activity, projects, topicality, while Science means system?

Fellow-teachers should write, giving *school* address, for a prospectus (showing which parts of a maximum science syllabus are covered by each topic-book), and for an inspection copy of the first book off the press.

READY

THE WATER WE USE by *Brian & Mary Holmes, B.Sc.*

THE AIR WE BREATHE by *Patrick Thornhill, B.A.*

FURTHER TITLES IN PREPARATION:

KEEPING WARM	WORK AND REST	LIGHT AND SIGHT	THE FOOD WE EAT
THE SOIL WE LIVE ON	LIFE KEEPS ON	THE CURRENT WE USE	

80 pp., 8½x6½

2/6 each

Fully Illustrated

Also, shortly: LIFE & SCIENCE BOOKS for the 13-15's

THE PILOT PRESS LTD. (*Education Department*) 45 GREAT RUSSELL ST., LONDON, W.C.1

There were many discussions at the Cirencester Conference of the N.E.F. on worldmindedness, and we print below two contributions from the Chairman, L. Zilliacus, in which he argues that our old aim of International Understanding is no longer acceptable and pleads for something he calls 'Transnationalism instead.'

Worldmindedness v. International Understanding

L. Zilliacus

Chairman of Executive Board, N.E.F.

I

WE have heard a great deal, much of it useful, about how to diminish prejudices and develop the kind of human relations that make life bearable. In the world to-day, however, we are not so much faced with the question of a bearable life or its opposite, but with the question whether we are to have life at all. It seems to me that we are drifting towards death—another world war—and that there is little hope of changing direction without a change in the present structure of world society.

Mankind is now organized in national states and we attempt to order human affairs as though national states were real interest groups. They are not, and when representatives of national states meet to settle their affairs, the underlying falsity of their position too often makes their actions ethically deplorable, intellectually untenable and practically unworkable.

My thesis to-night is that we must break away from national attitudes if we are to survive, and that teachers have both an immediate and a long-term task to perform in bringing about that break: their immediate duty is to play their part in the process as adult citizens, their long-term duty is to inculcate world-mindedness in the rising generation. The latter they will only succeed in doing if they are sincere and active in the former.

At present the teaching corps of the world is on the whole shirking this responsibility. Teachers by and large, including those who are filled with good intentions for a united mankind and moved by the term 'international understanding', are, in fact, helping to maintain conditions that inevitably lead to war.

Everything that any of us does to strengthen or reinforce a national attitude and to regard the national group as having first claim on

loyalties is in fact strengthening the trend towards a new war. Anything we do that helps to perpetuate the idea of international procedure based on national groups is weakening the chance of preserving peace. Even our use of the *cliché* 'international understanding', as though understanding were also organized in national units, is, in fact, working against our aims.

The criterion of national interests is regarded as ultimate in international dealings; for national interests representatives will resort to standards which they would not dream of sinking to in dealing as individuals with other persons within the national boundaries. Nationalism has taken the place of religion and anything is justified in its name.

We have had much discussion of prejudice which is an important subject, but it is at least equally important to realize that group strife on all levels comes from a conflict of interests rather than from prejudices, though prejudices play their part. It is, to take an example, conflicting interests that have led workers to organize Trade Unions and employers to form their organizations. Each group is organized for its interests but its members naturally tend to develop prejudices in regard to members of the other group. The interests are primary, prejudices secondary. The same is true of the class war and the evil of class hatred. Marx did not teach class hatred but he did make it plain that in capitalist society there is a conflict of interests between those whose labour is hired and those who hire labour for their own profit. The conflict of interests leads to organization in opposing groups, and then the sense of belonging to the one group or the other fosters hostile feelings, ultimately even ingrained prejudice. This prejudice may often be *used* by leaders of either group, but it is not the primary factor in building the group.

The same thing occurs in inter-

national conflicts and in inter-cultural or inter-racial conflicts within a country. A great deal of sincere work is being done by able people both to study these conflicts and to try to get at the psychological roots of individual prejudices and so to lessen tension. In one locality in America the rather surprising conclusion was arrived at that if you introduced an adequate Old Age pension you would reduce inter-group prejudice, for it was found that the people who were getting on in years were afraid of newly-arrived groups' taking their jobs and leaving them without work and hence without income. Here the conflict of interests was quite plainly the main cause of so-called inter-cultural tension. I need not remind you that in Russia, where there have been some of the worst conflicts of this sort (cf., the infamous *Pogroms*), the change in the social structure has caused the tensions to dissolve away by removing economic conflicts. This is a fact, quite apart from any opinion anyone may hold about other aspects of life in the U.S.S.R. Of course, if you could so immunize all individuals against all forms of prejudice that no one could appeal to them in support of international conflict, we could have peace. I do not think this is a practicable hope for mankind.

If what I have said is true of conflicts between interest groups within the state, it is overwhelmingly true of conflicts between people organized in national states, because in that grouping, and in that grouping alone, you have conflicting interests (or rather what are conceived to be such interests) backed by armed force on a vast scale. This brings the conflict on to another plane altogether and conditions the atmosphere in which negotiations are conducted. When your national organizations have swift recourse to force at hand, it makes the whole atmosphere in which discussion is taking place



Learning is an Active Process

IN the new series of Nature Study films, to be distributed by British Instructional Films, the child's natural curiosity is stimulated and guided by carefully filmed sequences showing the principal features of the structure and movements of various zoo animals. Planned as an integral part of the oral lesson, these films will be among the first of British Instructional's Autumn releases.

BRITISH INSTRUCTIONAL FILMS LTD.

IN ASSOCIATION WITH **PATHE PICTURES**

Film House Wardour Street, London, W.1

most unfavourable to rational or ethical solutions. The more a sudden attack can give advantage to the attacker, the more dangerous the situation becomes, until now that we have the atomic bomb, a situation may arise when a national representative meeting others may feel it necessary to launch an attack as soon as a serious clash of views arises. 'Bomb Reds or be bombed!' as New York's largest paper screamed to the American representatives in one of the recent negotiations.

Working on the question of prejudices seems academic in these circumstances. All the work that we do to build up a sympathetic attitude to the people of another country can be swept aside almost overnight by our Government. We can all remember recent instances of this sort of thing, *e.g.* the general sympathy for the Russians during the war, which was so easily turned to general antipathy when the war was over. When the conflict of interests of those who are leading the nations makes it desirable to change our emotional attitudes, they are easily changed.

This brings me to the question of what national interests really are. Surely if national interest is to mean anything in terms of human needs, it should mean the interests of the great mass of the people in the nation. I submit that the interest of the great mass of the people in every nation to-day is primarily peace, and as a corollary the production of a sufficiency of the world's goods and as fair a deal all round as possible. This is a common interest of people everywhere. In fact national interests can always be, and are being, interpreted not as something which is a common interest cutting across boundaries but as something which is *a priori* in conflict with the national interest of other people.

This attitude of looking at everything from a national point of view is all-pervading. If you once begin to grow alert to it you will find illustrations of it all the time. It has even penetrated this Conference, which is a meeting of people who are all heartily against national prejudice. Have we not all heard speakers saying on the

one hand that 'the Americans' or 'the Russians' did this and that, whereas when it came to a question of the misdeeds of their own country's representatives they called them by name and blamed them as individuals.

The essentially wrong thing is the attitude of drawing a ring round a nation and thinking that it is a thinking and feeling unit—Uncle Sam or John Bull or Marianne—and until we ourselves get away from this error and habitually break through this ring we shall not get anywhere, either as citizens of the world or as educators for a world order.

Local patriotism is a different matter—I do not think that anybody can find his feet in life until he is in close contact with the people around him. The child who grows up in a stable community, spending a long span of years in one place and seeing the changing development that goes on there, is happy. He will grow up to love and understand that community and will feel at home and safe in it; he will always have a particular feeling for that locality; and this is right and proper for it is natural. But I submit that this is something in a different category from the artificial belief that we should have that kind of relationship to everybody within the tidily-marked off national boundary. If you have grown up in London and have this particular feeling for London and its surroundings you would not necessarily also have it for a valley in the Cumbrian hills; if you have grown up in a small agricultural community you would not have it about the industrial district of Birmingham, unless flags, songs and clichés had drummed it into you.

If we break away from the 'ring view' of other nations and the concept of national interests, we have cleared the ground for building an ordered and progressive human society. We shall then be able to see that boundaries are irrelevant to human needs: plans for growing and distributing food, utilizing natural resources, organizing transport, building up industries, can only be made workable by minimizing the importance of nations and keeping *people* steadily in view. Carrying out such plans—and putting the necessary pressure on national Governments so long as

these still exist—can best be done by co-operation of like-minded individuals or real interest groups across boundaries, indeed in spite of them. 'Internationalism', which presupposes national units as the basis of action, no longer covers our needs. 'Trans-nationalism' would be a better word to describe how we should go about ordering human affairs during the interim period before we arrive at a non-national economic and political structure of world society.

II

I confess that my own faith lies in a loyalty to mankind. The adventure of Man gives me my significance. I am content to swirl in its stream, be shaped by it and take my small part. National boundaries, which are accidental and transient, interfere with this process and therefore, insofar as one can hate abstract things, I hate national boundaries.

By our attempt to achieve what we have called 'international understanding' we have nourished our emotions for many years and through it some of us have made our nearest approach to a loyalty to mankind. Now I feel we should abandon this term, which has become a drag on the intellect and prevents us from seeing things as they are.

There are two words in the phrase 'international understanding'. The second, 'understanding', does not in fact denote an intellectual process. I well remember a speaker at an International Conference of the N.E.F., held at the time when the Nazis were rising to power, saying: 'If we would only understand the Germans, there would be no conflict' . . . and he reminded us of the Versailles treaties and of the great qualities of the German people. The same reasoning was often applied to the Japanese. I remember answering him that if we took the trouble really to understand what was happening in Japan and Germany we should feel it necessary to take great risks to nip it in the bud. There may be a sense in which to understand all is to forgive all, but it tends to mean the abdication of the critical intellect and of the power to take trouble to assess what is going on. I am afraid of such vague global good-will, un-

★ PLAYS ★

A New English Treasury

By F. F. POTTER, M.A., B.Sc.

A set of eight volumes of selected prose and verse for reading in schools. Stories about animals, myths, legends and stirring tales from the lives of great men and women are used to give the books a special appeal to youngsters. The exercises given in each book can be utilised for both class-work and individual study.

Prices range between 2s. and 3s.

by L. du Garde Peach

The well-known playwright of B.B.C. Children's Hour fame has a particular flair for combining historical facts with fiction. These plays, of which many have been broadcast, have been adapted for simple staging, and they are eminently suitable for school production. The properties needed are of the simplest character, and clear illustrations form useful guides to costume.

PLAYS FOR YOUNG PLAYERS	2s. 0d.
FIVE PLAYS FOR BOYS	3s. 0d.
FAMOUS MEN OF BRITAIN	2s. 4d.
FAMOUS WOMEN OF BRITAIN	1s. 8d.
PLAYS OF THE FAMILY GOODMAN	. . .
In Two Books	ea. 1s. 8d.
KNIGHTS OF THE ROUND TABLE	1s. 8d.
THE STORY OF SIGURD	1s. 8d.

Further particulars of these and other Pitman Educational Books will gladly be supplied if required. Write to: SERVICE DEPT., SIR ISAAC PITMAN & SONS LTD., Parker Street, Kingsway, London, W.C. 2.

PITMAN

critical and emotional. In the case of Hitler's Germany it meant not only paralyzing our power to act appropriately but it meant giving comfort to the Nazis and discouragement to the democratic Germans. It was really a betrayal of the common cause.

The first word in the *cliché* 'international understanding' is equally dubious. I tried last year to arrive at a definition of the term 'nation' during discussions with a group of students. Various definitions of the word were suggested: (i) a group having the same language; but such examples as the Belgian nation and the British nation with their two or three linguistic groups served to show that language was not an adequate yardstick; (ii) religion proved equally unsuitable, and for the same reason; (iii) race: are Negroes not members of the American nation or Jews of the British?; (iv) culture, generally plus a sense of common purpose or mission. This is one of the commonest ways of envisaging a nation and one of the most dangerous. There are wide differences of culture within national boundaries and close simi-

larities of cultural traits between groups within different national boundaries. For example, a dweller in an isolated mountain village in the Savoie has more in common with a man from a similar village in the Italian mountains than with an industrialist from Paris or even Lyons. Cultural traits shade off and become indeterminate within the boundaries of a single nation. The concept of a cultural mission is dangerous to peace, destructive of self-criticism and intellectually as leaky as a sieve; (v) one definition on which we got agreement because it was specific was that the nation consists of people living within a state boundary and under one government. But if you take that as a definition you cannot get an inflation of the chest over belonging to a nation. What virtue is there in a domicile?

Yet the term 'nation' is in common use and nationalism or the cult of nationality is a prevalent cult. In practice a sense of nationality carries with it a sense of belonging and a sense of distinctness, or difference, from other groups. We all desire, need if you

N.E.F. MISCELLANEA

like, to feel that we 'belong'. We are all such lonely feeble little things that we need the sense of expansion and significance that is to be derived from identification with a group. This is why countless bodies (e.g. the N.E.F., the Trade Unions, the various churches) have sprung up and satisfy strong needs. But these are interest-groups or common idea-groups—their purpose is limited, their claims on us are also limited; they are or should be voluntary, they do not ask us to condone acts on the part of the group which normally the use of our critical intelligence would condemn. Not so the national group.

We are born or conquered into a national group. All other groups are limited in what they give their members and what they demand of them. The nation, however, claims to be father, mother and God Himself to its members. Its supposed interests are set up as the ultimate criterion. We are conditioned to give it a total loyalty, to judge what is done in its name, not as it affects mankind, not as being ethically acceptable or unacceptable, but purely according to whether it is considered to serve a 'national interest'. National interest and national honour can excuse any baseness. 'C.D.' on the back of a car has been aptly said to stand for '*Canaille Distinguée*'. Once a man achieves the rank of 'canaille distinguée' he is expected to act purely in what are to be considered to be the interests of his own nation, otherwise he is considered to be a traitor. When, at an International Conference table, a statesman wins petty victories in verbal combat, look with what glee his doings are reported in his national press. When he advocates or pushes through dastardly decisions, he is acclaimed as a statesman so long as these decisions are regarded as serving national interests.

National boundaries are not relevant to anything in human nature. The narrow boundaries of Luxemburg are not fitted for one sort of man and the wider ones of France to another. The men are the same, the boundaries are accidental and temporary. It is time we ceased to make a fetish of imaginary lines and began to consider human beings.

GIFT NEW ERAS. The N.E.F. is often asked for copies of *The New Era* by old members of the Fellowship who are now displaced persons or who are living in countries, such as Poland, Germany, Austria, from which payment cannot be sent. Will readers help by offering to post on their copies of *The New Era* each month to an address which will be sent to them? Please send a card to the address below.

INTERNATIONAL CORRESPONDENCE. A register of teachers in different countries desiring to correspond with teachers in other countries is kept by Miss E. D. Bingham, 10 Woodholm Road, Sheffield, 11.

CORRESPONDENTS WANTED FOR GERMAN TEACHERS.

If any readers of *The New Era* would like to correspond with teachers in Germany, will they please write to Dr. Alfred Moessner, 13a Gunzenhauser (Deutschland-Bayern), Altes Schulhaus, American Zone, Germany).

BOOKS FOR GERMANY. Elisabeth Rotten has sent us some letters which she has had from Schulrat Wommelsdorff, of Hamburg, describing the International Children's Book Exhibition in Hamburg which he calls 'the first important educational event in Hamburg since 1933'. This Exhibition was open for six weeks and had approximately 60,000 visitors. About 800 children came every day, some in school parties, but many just drifted in from the streets.

The children were at liberty to read any of the 3,000 books which were on show. There were daily performances, too—Punch and Judy shows, films, storytelling and sometimes a play. A member of the Military Government gave a lecture in English which was a

great success and led to animated discussion.

As a consequence of this Exhibition, plans are being made to open ten Children's Reading Rooms as soon as possible. The great problem, of course, is how to obtain books. In his letter Mr. Wommelsdorff says 'We could use any picture books, in whatever language.'

Elisabeth Rotten hopes that anyone who can help by giving books will write direct to Mr. Wommelsdorff. His address is—Schulverwaltung, Dammtor-Str. 25, Hamburg.

EXCHANGES, POSTS, AND AU PAIR ARRANGEMENTS. Occasionally N.E.F. Headquarters receives letters from teachers in private schools abroad seeking posts, exchanges or au pair arrangements in schools in Great Britain and from British teachers wanting the same in other countries. In order to try to fit these requests together a register will be kept by Miss B. King, 51 Birchall Road, Bristol, 6.

CONFERENCE PHOTO.—Copies of the conference photo may be had for 7/- post free from N.E.F.

VISITORS FROM ABROAD. Teachers from abroad visiting London and environs to see experimental schools etc. waste a lot of time finding their way about and do not always grasp the full implications of what they see. Are there any readers willing to be called upon now and then to accompany them on their visits? Also visitors would sometimes much appreciate a quiet chat over a cup of tea on various educational problems in England. Any offers?

New Education Fellowship (International Headquarters), 1 Park Crescent, London, W.1.

The Cirencester Pre-Conference—A Personal Impression

Kenneth C. Barnes

Headmaster, Wennington School

THE New Education Fellowship has moved a long way since first I knew it fifteen years ago. So have we all, I hope, for the world has changed greatly in that time and no person or institution that is fully alive can have failed to adjust its outlook accordingly. Fifteen years ago it was still possible to state in fine phrases a philosophy of pious hopes. World-wide unemployment had made some of these seem empty but many were still current and teachers from middleclass progressive schools were still a little aloof from social and political reality. They could still believe that to try a modified Dalton system, dabble in projects or adopt a food reform diet was all that was required to be progressive. Some could be taken in by the bright faces of young Nazis, so ill-informed by political knowledge was their idealism.

It must be realized that the progressive school movement, with its origin in the last decade of the nineteenth century, had little sense of political reality although many of its pioneers described themselves as socialists. The founders rebelled against the conventions and restrictions of middle-class society, but the new communities they established were unavoidably restricted to the well-to-do. Throughout many years of the development of the new schools, the open shirt was a symbol of the open mind and the sacred tie, if it was worn, was an assertion of individual independence rather than a challenge to an ubiquitous industrial system. They could not avoid taking over in some measure a characteristic of the outlook they repudiated: the romantic idealism of the Victorian world that covered so much practical inconsistency. We cannot blame them for this any more than we can criticize the first Daimler for not being streamlined; but what we have to ask is—have these schools and the movement they represent moved with the times and adjusted themselves to the development of political awareness and social philosophy?

For the movement as a whole one cannot give a clear answer. Progressive education has become respectable and even profitable, and

the motives of some of those at work in it to-day are less pure than the motives of its founders. But of some of the pioneers it can be said that their minds did not fail to keep pace with the increasing revelation of political necessity, and among their earliest pupils and subsequent helpers are many who have moved steadily towards an integration of educational practice with social and political reality. For what one might call the core of the N.E.F. the answer is given by my experience of the policy Conference we have just held. Fifteen years ago the N.E.F. seemed to lag behind in its philosophy and its advocacy; it had not fully grasped the implications of world crisis; but this year at Cirencester the Conference reflected fully the effect of events on our thought. Throughout our discussions one could feel the impact of recent experience. The experience of this small international group covered a great range: the social upheaval of evacuation, the care of children under a rain of bombs, the problem of homeless and parentless children throughout Europe, children in underground resistance movements, children whose moral standards have been weakened by a life of necessary deception, the problem of re-educating ex-enemy peoples when our own democracy is so inadequate an example.

The result of all this was that in the first place we were disillusioned. Disillusionment in the strict sense is a good thing. We could no longer let fine phrases pass into our records without critical examination; and when our examination was finished there were precious few words left that we would dare to use. Further, though we differed in some degree about political measures, there was no doubting the dependence of education on political and economic conditions. The educational and the political world are one world: the world in which man lives and in which he is subjected to powerful influences, most of them outside the school, which in a large measure determine his thought and behaviour. We had to recognize that, as teachers only, our contribution to world peace, to the prevention

of a third world war, was necessarily limited. But one felt that, paradoxically, the recognition of the limitation within our special sphere was a pre-requisite for greater effectiveness both as teachers and as citizens.

At a Conference where there were several able people to keep us face to face with facts it was good to have also one whose stimulus was philosophic. At the beginning of the Conference there was some brief discussion as to whether the N.E.F., from the point of view of philosophic, ethical or religious belief, should keep its basis of membership as broad as it has been hitherto, or whether it should work towards a clearer philosophy to give greater unity and coherence to its educational policy. While this remains a matter of doubt, it is certain that such an organization as ours will benefit considerably if it is periodically challenged to re-think its principles, and if its members, however vague and varied their backgrounds, accept the need for discipline in their thought. Liberal progressive movements are notoriously undisciplined in their thinking and often in consequence ineffective. While we may invite into the N.E.F. all those who are vaguely feeling their way towards something new in education, at the centre of the movement there must be a continuous effort to discover and re-discover what it is, in thought and feeling, that holds us together and that can give point and direction to our work.

The modern world is becoming more aware of the need for a close and creative relationship between theory and practice, philosophy and action. In face of the ever-quickenening development of events we cannot afford to play about in an isolated or purely empirical way with problems as they are presented to us. If we have not a religious faith, we must at least seek a clear philosophy that will enable us to choose between what is important and what is not, that will hold our work together and direct us creatively from one step to the next. Lance Whyte's presentation to the Conference of a new philosophy of science and of life generally,

gave us something about which we must think hard before accepting it. But even in the first stages of our thinking about it, it was clear that any effort towards a unifying and coherent philosophy made us better fitted to deal with the varied problems in our work and in the world. If the world were merely chaos we could not face it or know what to do with it. Only in so far as we can discern a process working through the apparent chaos can we find the courage to deal with it and the wisdom to direct our work.

I wish that we could have gone further. I should like to see the Fellowship become a source of

energy and faith to the teaching profession. The profession as a whole does not present a very encouraging picture at present. Amidst all the concern with salaries, degrees, conditions, buildings and so forth, is there any sign that teachers think of their work as an immensely worth-while thing to be engaged in, something worthy of their devotion? Teaching is just 'a job like any other job,' and recruitment has to depend upon inducements rather than upon inspiration and purpose. While other organizations are doing the necessary work of securing satisfactory conditions for the profession, could

not the Fellowship do more to give teachers in the tired Western democracies a personal sense of the significance of their work, a feeling of social purpose and commitment? But to do this the Fellowship must become clearer about what it believes in, know more definitely what it has to offer, and recognize where its convictions have their roots. We tend perhaps to become too intellectual in our attempts to find how to meet educational needs and in consequence are barely able to meet that very serious need in community life and in children: a sense of values.

At Cirencester

I. E. Osbourne

'SISISTER, third, return.' The booking clerk looked dumber. 'Sisister. SISISTER in Gloucestershire.' 'Oh, you mean Cirencester.' And so I did, and so I called it from then on.

I set off for Cirencester in a thick suit against a sudden change in weather, with half a pound of gingernuts against a shortage of food,—and needed neither.

It was good fun. Good serious fun some of it. Lectures at 10 a.m. and 5 p.m. and 8 p.m., with discussion nursed along on cups of pale coffee. Talk that began in the Tithe Barn with a stimulating lecture and accumulated and developed under the great trees that surround the College. Arguments that arose with the soup and went on through the meat, finding some kind of resolution with the sweets. The honesty of any account of a conference in the England of to-day would be questioned if I do not place on record some mention of the food we ate. The chef no doubt is used to providing for hearty farm appetites, and he fed our group of strictly non-manual labourers from universities and schools with the same happy heartiness.

For a newcomer the Conference had something of the glamour of a film première, and the first days were full of the excitement of matching up well-known names with unfamiliar faces. . . . Beatrice Ensor, Elisabeth Rotten, Zilliacus, Washburne . . . the game went on for two whole days. But after the third day, when you had passed the

salt a few times to these famous people, it was easy to forget they were monuments and come to like them as interesting N.E.F. members you had discovered for yourself.

What a setting for a conference the Royal Agricultural College turned out to be. On two occasions we were frankly tourist, piled into buses and set off to see the countryside as uninhibited rubber-necks. To many of us from other countries it seemed that in the country around was a concentrate of England. The Cotswolds, Gloucester, the Bathurst Park, Cheltenham with the 'Spa Light Orchestra' playing in the gardens and the attendant in the Town Hall presiding like a strictly

Supervisor, Children's Hour, Australian Broadcasting Commission

TT publican, Bibury and Bourton-on-the-Water in the cool evening, and always home again to Cirencester with the church spire ahead as a friendly beacon.

But we did not need to go outside the College grounds for our light entertainment. Several evenings were set down on the programme as 'Socials'. I must admit I was apprehensive. But with beer and cider for those who liked them and green ice-cubes in off-white lemonade for those who did not, it was quite amazing just how much verve was thrown into the dancing in the Tithe Barn. Parlour games under trees instead of in parlours have also much to be said for them.

And the accents. What a good thing it is to hear one's mother tongue spoken with such fine variety. Coming from a country where there is great monotony of accent, I have enjoyed the variety of speech to be heard in England. At the Conference this enjoyment was heightened by visitors from various parts of Scotland, people from many countries of Europe, who bring delightful surprises into the spoken language, all shades of county and city and university from the English themselves, and with an extra dash of spice from the United States and the Dominions.

It was a bad day when we said good-bye. There will be other conferences and more good work will be done, further steps, new friends, but they will have their own colour. The 1947 Conference began and finished in the sun, and that is how I shall remember it.

THEY LABOUR MIGHTILY

A Tale of Inshore Fishing in War and Peace,

By DORA M. WALKER,

Demy 8vo, 100 pages plus 40 full-page photographic plates, 7/6 net.

Dora Walker is not only a practical "seaman" who skips her own boat in calm and storm, in summer and winter, in the North Sea, but she also writes graphically and with an unbounded enthusiasm for those hardy and courageous men who labour mightily in the stormy seas on Britain's eastern frontier. In the main, she writes about fishing from Whitby and provides a study of a breed of seamen known for their skill and hardy courage in both peace and war.

Additionally, the author has many thrilling chapters to devote to tunny, trout and salmon fishing.

The sixty-nine photographic illustrations are of outstanding interest.

Obtainable through all Booksellers.

A. BROWN & SONS, LTD.
32 Brooke Street, London, E.C.1

THE Cirencester Conference held from 8th to 11th August was especially called for delegates, secretaries and other workers from our Sections. With glorious weather we lived in the deep Cotswold country—cows and corn fields could be seen from every window of the Royal Agricultural College—and the peace of rural life pervaded all our days.

Some of our earliest members were with us; Mrs. Beatrice Ensor, who had flown from South Africa, Dr. Elisabeth Rotten, who flew from Norway, Dr. Ziliacus, who flew from New York, and our Deputy Chairman, Professor Lauwerys, who left early in order to fly to China! Dr. Carleton Washburne motored with his family from Milan; and Mr. Rawson came with his family of musicians—Hilde, Elgin and Harald (with Irmeli to turn over). They played their lovely music for us every day.

For three and a half days we talked to each other and said those things we most wanted to say. The result? It became clear that there were advocates of two main lines of action, those who would, in these urgent times, place first emphasis for action on social change and those who would place first emphasis on changing man himself. These points of view were brought to a fine synthesis by Dr. Washburne. It was clear that the Fellowship must give scope to both groups.

During the Conference Dr. Washburne was nominated President of the N.E.F., Mrs. Ensor accepting the title of Hon. President.

Committee members from various Sections were present as follows: Belgium (Mdme Jadot-Decroly), England (Mr. Kenneth Barnes, Mrs. Beryl Biggs, Mr. David Jordan, Miss Deana Levin, Mrs. G. M. Place), France (Mdme Seclet-Riou, Mlle Bihan), Republican Spain (Dr. M. Comas-Camps, M. L. Marzo), Holland (Ir. Kees Boeke, Mr. J. R. Janssen, Dr. J. van Dullemen), Australia (Miss Ida Osbourne, N.S. Wales; Miss J. Randall, W. Australia), New Zealand (Miss N. R. Thompson), Scotland (Miss I. Lennox, Miss M. Young). Mr. Vernon Mallinson, General Editor of the International Book Club was also with us.

Painting and Personality : A Study of Young Children by Rose H. Alschuler and La Berta Weiss Hattwick. (University of Chicago Press, 1947). 2 Vols., Price \$10.

These two volumes make an outstandingly valuable contribution to child psychology. They consist of a ten-years' study with 150 children between 2 and 5 years of age, and are concerned with the way in which the earliest, spontaneous drawings and paintings reveal the anxieties and other emotions of the children, their trends of personality and their incipient ideas about themselves and other people.

The first volume describes the methods of study and the general conclusions, discussing such problems as individual dynamics expressed through colour usage, through line and form, space usage and spatial pattern, and the general trends in young children's paintings when these are presented against a background of child development. A comparison is made of easel-painting with other media, such as blocks, crayons, clay and dramatic play. The educational implications of the conclusions arrived at are also considered. The 'case analysis' of one particular child of 4 years of age is given in considerable detail.

In the second volume, there are biographical summaries of each of the children whose paintings are considered; and finally, the quantitative findings on which the general conclusions and the interpretative studies of the individual children are based are fully quoted.

A large number of examples of the children's paintings are reproduced in colour—all of them fascinating, but especially so when taken in the context of the child's life and behaviour at the time. For example, it is noted that children who are being too rigidly controlled by their environment tend, at about 4½ years of age, to place separate colours on the paper so carefully that they do not touch one another. As they begin to attain better balance in living, they begin to intermingle the colours. Children in whom there is little evidence of emotional

strain habitually allow the colours to flow into each other and intermingle freely: such children are found to be expressing themselves freely in a variety of other ways as well.

No review can do justice to the wealth of detail regarding the way in which children's feelings and social relationships are expressed in drawings and paintings, or to the illuminating general conclusions with regard to trends of development and individual differences which are brought out.

The authors well substantiate their view that the paintings of 2-, 3- and 4-year-old children are far from being the 'meaningless daubs' which most adults treat them as being. '... Almost every drawing and painting made by a young child is meaningful and in some measure expresses the child who did it . . . it is just because they are not planned but are the spontaneous results of free manipulation and of sheer experimentation with color and form that young children's pictures are meaningful.' The adult's so frequent impulse, on looking at a little child's creation, to ask: 'What is that?' 'What have you been painting?' does not necessarily bring forth the right answer. If he wants to be polite, the child may give some name to it, to please the adult; but he may be so absorbed in what he is doing that he takes no notice and goes on painting. In fact, the young child does not, at first, think of his painting as the representation of an object. 'If he is like the majority of 2-, 3- and 4-year-olds, his painting has come from those depths of his being from which feelings flow outward in generalized, rather than representative, form. Although the child has probably painted something he has been feeling keenly about, it is doubtful if he could put into words just what it was that he had felt the need to express. In other words, children can use paints and crayons to express absorbing experiences and preoccupations which they are not yet able to express in words. Sometimes this may be because the experiences are still at a *feeling* level not sufficiently clarified to express in words, or again it may

be that children of this age have not yet sufficient vocabulary to express their feelings which are, nevertheless, impelling and forceful.'

The psycho-analyst would say that the meaning of the paintings is in the main *unconscious*. The one thing missing from this research is the co-operation of the psycho-analyst in interpreting the paintings; although the authors do refer in at least one place to the psycho-analysts' point of view, hardly any use is made of their work, which would have further enriched the outcome of this study.

As various illustrations show, the representative element appears in children's paintings towards the end of the period considered; then children tend to paint themselves, and themselves *as they feel from within*. For example, Aileen, whose 'case analysis' is given at fullest length, drew a self-portrait at 4 years and 9 months, in which her crying eyes and open mouth were only too true to life. Brian (4 years and 2 months), who had a defective foot, emphasized legs by giving himself a number of extra appendages, and adding an extra weighting to the side corresponding to his defect. On the other hand, the child's feelings about important events outside himself may be shown; e.g. the drawings of some older children may be of the 'container' type, representing the pregnant mother. They may consist of circles, filled with smaller oval or circular forms; or the whole family may be represented with elongated, vertical designs for the father and brother, and round, concentric forms for mother and daughter.

The material for these conclusions is given generously and the characteristics of the various paintings are analysed into discrete units for the purposes of quantitative studies, but the interpretation of the quantitative studies is only made on the basis of the *relationships* between the various discrete characteristics. As one example, 'Case studies show that we cannot interpret the use of red *per se* but can interpret it only in relation to other aspects of the painting product and to overt behaviour. Use of red to express unmet emotional needs may be suggested, for example, by

- (a) Intense focus on red, perhaps to the exclusion of other colors;
- (b) Persistent clinging to red after

others in the group are turning to more varied and perhaps to cooler color themes;

(c) Association of red with such other painting characteristics as work in a restricted area or overlay;

(d) Tendency for overt behaviour to be in contrast to the generalized picture of free, outgoing reactions generally associated with use of red at the nursery-school level.' (p. 389.)

This emphasis on *relationships* is the outstanding characteristic of the authors' study and perhaps its most valuable quality. Their detailed material fully supports the point of view expressed in the first chapter on 'The Bases of Understanding', i.e. it is in the inter-relationships of the several aspects of children's products and of their behaviour that their distinctive and telling qualities are likely to lie. Sound interpretation of any product or of any behaviour can only be made on the basis of a full study of *context*. Here we have one of the fundamental principles of child psychology, to which not enough attention has been paid by many authors.

In spite of the long period covered by this research, and the mass of material brought out, the authors are modest and tentative with regard to their particular conclusions; they mean their book to be taken as a stimulus to further study. They emphasise that, in considering the material, conclusions should not be drawn from any one bit of evidence unless other sources confirm it.

These volumes should be in every training college and educational library; a study of them might well serve to transform the attitude of adults to the paintings of little children, and thus to increase general understanding of children's problems.

Susan Isaacs

The Teacher in Training by J. C. Hill, M.Sc. (Allen & Unwin. 6/-). First published 1935; reprinted.

The opening chapter of this book still acts as a bait and a stimulus to the teacher in training, and indeed to all those concerned with the imparting of knowledge, who seek guidance and re-assurance. Mr. Hill understands what teachers want to know, and proceeds to put this into words in a convincing manner, richly illustrated

by examples drawn from his own experience as a teacher and inspector. His 'Notes for Students on Elementary School Practice' are so arresting that one is compelled to pursue the unfolding of these fundamental techniques in the succeeding chapters, proceeding from general methods to their specific application in teaching school subjects.

Throughout the book it is clear that the writer has a penetrating insight into mental processes and fully appreciates the important part played by emotion as a dynamic force, or an inhibiting factor in the development of intellectual ability.

Mr. Hill places technical skill in class-handling as of prime importance in the application of modern methods. He stresses particularly the importance of the 'good eye' and of 'eternal vigilance', meaning 'a sensitiveness all the time to what every pupil in the class is doing or preparing to do', and the need 'to adjust every detail of his lesson by the success or failure of the previous detail.'

Three chapters in Part I deal with the inter-relation of mind and body, and the part played by the unconscious mind, particularly in creative work, showing how unconscious mechanisms are the source of all real art, in whatever sphere. The unconscious is an extraordinarily difficult concept for the young teacher, but the writer qualifies and confirms his theoretical statements by examples of dreams illustrating one aspect of unconscious mental functioning. He further points out that it is easier to see the whole mind in action in a young child, whose natural interest in his environment and spontaneity produce a response embodying conscious and unconscious processes. In this connection he pleads for a form of education which is liberating, one through which the child can live his interests, ideas and feelings, and 'to allow as full expression as possible of what he wants to express.'

Part II demonstrates the manner in which various subjects can be taught using the tremendous interest which every child displays in his environment. This interest is the key to success in a child's learning. It acts as a stimulus to his creative urges and the teacher must then supply ample opportunity for response through speech, art, writing, science and handwork.

Finally, in direct teaching, it is made clear that the teacher must exercise great discrimination in selecting material of current interest, relevant to the subject being considered and integrating as far as possible the previous knowledge and active associations of the children. The children will themselves in turn discriminate and select from the material given them only what they want. 'For proper education, forgetting it as

CATHEDRAL BOOKS

A selected series of studies of English Cathedrals, prepared by experts, with contemporary photographs from all aspects, including details.

Both in the first-class illustrations and in the text, the aim is to present to the architect and the layman the means to a fuller and more perceptive enjoyment of these landmarks in the architectural scene.

NUMBER ONE:

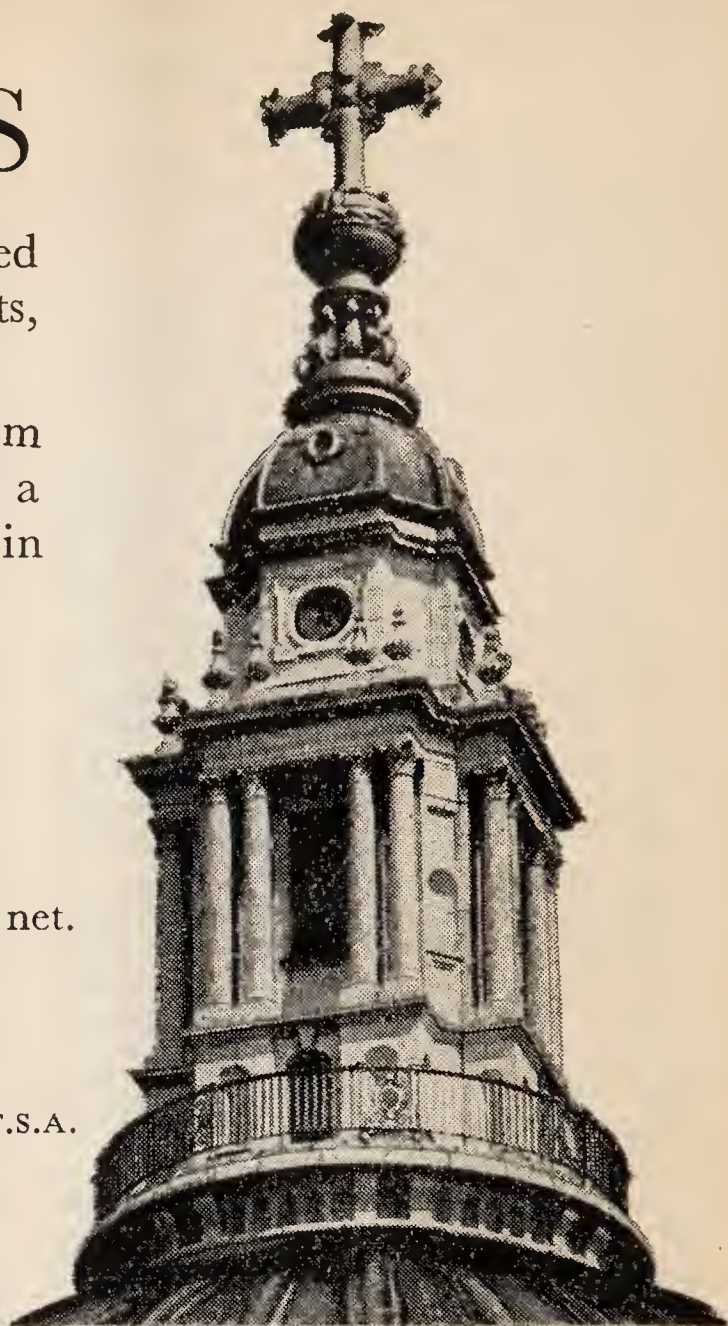
St. Paul's BY MARGARET WHINNEY, D. LIT., F.S.A.

Crown 4to. 32 pp. with 28 illustrations. Stiff cover in 2 colours, 3/6 net.

IN PREPARATION, NUMBER TWO:

Durham Cathedral BY W. A. PANTIN, M.A. F.S.A.
3/6 net.

LUND HUMPHRIES 12 BEDFORD SQUARE LONDON W.C.1.



important as remembering. What awful minds we should have if we had to remember all the things other people thought we ought to know!

J. Cornish Bowden

Further Education and Democracy. *Studies to guide the teachers' Further Education.*

By J. Angyal, G. Barra, G. Bárczi, L. Dienes, T. Erdey-Gruz, K. Gáborjáni-Szabó, A. Gönyei, I. Hajnal, G. Kemény, I. Kenyeres, D. Keresztury, A. Kiss, I. Lakatos, T. Mendöl, G. Papp, G. O. Pogány, L. Simon, A. Szabó, S. Szalai, L. Vajthó, K. Vigh, L. Wagner, S. Wolsky.

Budapest, 1947. (University Press).

Actively or passively, voluntarily or forcibly, everybody in Hungary had to play his part in the nightmare of the historical stage before 1945. Then suddenly, the Feudal system collapsed and, like a ripe fruit, a land reform was accepted rather than fought for by the people. This opened the road to Hungary's becoming at last a true democracy.

Hungarian educators are well aware of the great possibilities but also of the extreme difficulties involved in this fundamental change, especially in the present dire conditions.

This book is a testimony to the

ardent desire of the late Minister of Culture and Education, D. Keresztury, and his co-workers, to raise the cultural level of the country.

Hungary was amongst the very first in achieving the reorganization of its basic school and is well advanced in the preparation of its public education system as a whole.

The 'General School', a common school for children between 6 and 14, is an 'École Unique', doing away with the former triple standard which served the age groups from 10 to 14: the Elementary, the Middle, and the Junior Secondary schools. (The latter were inaccessible to the less favoured social classes.)

Trying to judge of the value of these studies designed to influence the minds of teachers who would create the spirit of the basic school of a whole people, certain questions intruded upon my mind:

- (a) Does the new plan give promise of the introduction into these schools of a democratic spirit of a higher quality and of one furthering a co-operative and at the same time a creative mind?
- (b) Does the change mean better schooling for all the pupils or, in order to give their due to the masses, are the children of what used to be the privileged classes to be sacrificed?
- (c) Does the reform take into

account the very diverse environments of the pupils and thus render learning profitable to all of them?

- (d) Does the new system tend to solve these problems by stressing the care of individuality in the people?

The intention of the reformers has been without doubt to establish equality of opportunity by giving every child in the country the best possible foundations of education. The curriculum is that of a fairly advanced elementary school connected with a junior secondary school of the 'modern school' type. To give an example of fresh air blowing into the Hungarian common school, let us cite the introduction of free choice of several courses. These are: economic and commercial practice, shopwork, domestic work, living languages, Latin, industrial draughtsmanship, music and community singing. Some kind of manual work has to be chosen by every pupil.

All this is well done. But let us observe that there is no possibility of equality of opportunity in any but the 'new school type'. Uniform curricula, hermetically separated subject matter, time-tables and, above all, examinations as the ultimate goal will always favour those with a more educated home background.

Could the Hungarian common school have moved forward straight to a

really revolutionized school system? Probably not. But the actual limitations mean limitations on the complete success of the projected further education of the teachers too. Yet no praise can be too high for the spirit in which democracy has been conceived by the authors of this book.

The writers of this symposium feel the acute need to define the meaning of democracy. They did not agree, however, upon a definition which should replace the West European ones.

A most hopeful trend, demonstrated by many examples, is the search for a genuinely Hungarian democracy far from the narrow nationalism that pervaded our teaching in the past.

Hungarian history and especially literature can be a rich source of inspiration when used to demonstrate the struggle for freedom always renewed by the best of the nation and always repressed by those in power and their foreign supporters.

Every essay in this book, whether treating problems of general education or of teaching techniques for certain subject matter, tries to put the reader on a path that would help him to continue in a given direction. The authors make a good job of their endeavour to be concrete.

However, even in reading this book, written in a very positive democratic spirit, one feels how difficult it will be to impregnate even the best-intentioned part of the teaching staff with the new spirit.

Hungary for 500 years has been treated as a colony. Its citizens could not evolve self-conscious and free. Although at the beginning of the century, through industrialization, progressive citizens, very similar to those in the Western democracies, began to grow up, they were crushed and silenced in the political atmosphere of Horthy's régime and his followers'.

Certainly, many of the teachers did not submit to the low conceptions forced on them, but they could not think or act openly and this isolation cut them off from the reality of life. Now they have to find their way back to it.

No true democracy can grow out of a basic school that is not child-centred in the psychological sense. Democracy needs health, harmony and happiness.

And true democratic co-operation of the adult should be based on community living in the school, in close relationship with the social life of the adult community.

Let us hope that the high aims expressed in this book will be embraced wholeheartedly. Hungarian reform will then mean a real contribution to Europe's educational progress. And let us thank the enthusiastic and able editor, Gabriel Kemény, for presenting us with studies which voice such an unflagging high-minded conception of democracy in education.

Marthe Nemes

East is West. Adventures in Education by K. L. Shrimali. (Vidya Bhawan Society, Udaipur, Rajhputana. 3 rupees).

This little book describes modestly, factually, and yet with a kind of radiance, a 'going concern' in education. Vidya Bhawan is a school that now has sixteen years of work behind it. Its practices and spirit are those of the New Education all over the world. Having said this, you have also said that details of procedure arise out of local circumstances, needs and customs. Naturally, therefore, a New School in Udaipur will weave its curriculum out of different materials from a school in London or a fishing-village in Maine. But the pattern will everywhere bear striking resemblance: group work (of a very interesting nature), projects, creative self-expression, self-government, development of social consciousness—these and other familiar New Education terms abound in the book and tell of goals and achievements at Vidya Bhawan.

A special interest attaches to the close relations between the school and the Training College of which the author is Principal. To those who have met Mr. Shrimali, a great deal is clear from a mere allusion, a word or a turn of phrase in the text. Shrimali is a disciple of Ghandi; human warmth, kindness, quiet tolerance are seasoned with shrewdness and common sense about child nature.

In so small a book there are inevitably gaps, or rather things can only be hinted at that one would like to see explained in detail. For those

not versed in the New Education and unfamiliar with India, Mr. Shrimali's book is no Baedeker to Vidya Bhawan, but it makes stimulating reading and it forges another link in the long chain of evidence that human beings are more alike than different and that fine education is the same the world over.

L. Zilliagus

The Water We Use B. & M. Holmes (Pilot Press, 2/6).

This is a very attractively printed science text-book, designed primarily for Modern Secondary schools. The needs of these schools are exerting a wholesome discipline on writers: to make the printed word intelligible without continual help, to avoid using phraseology above the child's own level of understanding. We are now getting nearer to the type of book that a child can 'get on with' without a sense of defeat.

With water as the central topic, elementary concepts of heat, water pressure, bacteriology, weather and soil science, and some human physiology are covered, and each chapter ends with sensible suggestions for experiments and for investigations in the pupils' neighbourhood and near-by industry. The history of water supply is not neglected, and one feels that the book has a quality that holds it together. As an aside, when will text-book writers—and plumbers—learn that the proper place for the hot-water input to a storage cylinder is not at the top but at least half-way down? (Question for pupil: Why?)

Good as this book is, it raises many questions. Grammar School teachers know how long it takes, even with their selected pupils, to make a piece of scientific theory really understood, to make it part of a child's mind, and how painstakingly the conditions and results of an experiment have to be discussed if its significance as *scientific* work is to be realised. Now the aim of Modern School science is necessarily different, but just how far, and in what respect? This book covers a great range. How much, for instance, is the chemistry, suddenly introduced in connection with hard water, expected to have meaning for the child? What should be the residue in the pupil's mind at the end of the course? How much of his knowledge should be 'reproduction knowledge' and how much 'recognition', and how much should he be expected to forget altogether? The experiment in education that Modern schools, and this type of text-book, represent, will be fulfilled only if the teachers' aims and the results in the pupils' minds are fully investigated.

Kenneth C. Barnes

The World's
Greatest Bookshop
FOYLES
* * FOR BOOKS * *
New and secondhand
Books on every
subject.
We BUY Books, too!
119-125 CHARING CROSS RD
LONDON WC2
GERRARD 5660 (16 lines)
Open 9-6 (inc Sat)

A.D. Historical News-sheets
(1642, 1684, 1704, 1774, 1805, 1848). (George Allen & Unwin, Ltd. 2/- per dozen copies).

Like most novelties, these sheets have their merits and demerits. I should not agree entirely with colleagues who condemn them on the score that they prevent or distort the development of an historical sense, though undoubtedly children too much influenced by them would fail to absorb period atmosphere. A sense of period, however, is far from being the whole, or even the main ingredient, in a sense of history.

A deeper criticism is that the invention and use of the sheets is based on the questionable assumption that children like reading newspapers. Actually this is far from being the case. A selection of the day's journals would have a poor chance of being attentively perused in any classroom where good and well-illustrated history text-books were equally accessible.

The sheets have roughly the same aim as historic plays or the numerous dramatized scenes from history now available: viz. to transport the pupil into the period with a sense of its being the living present. They succeed, rather, in producing at second-hand the effect of a good local or national museum in which are displayed original records, notices, proclamations and news items, together with the usual display of pictures, prints, costumes, historic relics and local antiquities.

This is quite a good and worth-while effect to produce on children learning history: but only the one super-imaginative child in any group would be transported by it. A good teacher, on the other hand, will by mere narration perform the miracle for most of the children.

Thus one is reluctantly forced to the conclusion that the modern journalistic method is unsuitable for recapturing the spirit of the past. A few striking statistics or graphic details, rightly selected by the teacher or text-book, are more likely to kindle a child's imagination than these brightly determined but rather strained attempts to gild all history with the supposed allure of modernity.

Nevertheless the sheets have their uses and are entitled to a worthy place in the category of visual aids. They are bright and at times amusing, with their banner headlines, 'Stop Press' news, advertisements, gossip columns, editorials and (in one issue) 'American Diary'. Vividly they point out certain facts and contrasts; the fact, for instance, that the Churchill family has been in the news since 1689 when Lord Churchill of Sandridge was created Duke of Marlborough; or the contrast between food prices and apprenticeship fees. When beef was

4d., mutton 4½d. a pound and a washer-woman earned 6d. a day, a 'strong lad, wishing to become a soap-maker but unable to afford £250 for a premium' offered himself as a soap-maker's assistant at £50 per annum with board. (In the same year port and white wine were 18/- per dozen bottles.)

'Infamous treatment of Mr. Pepys' is the headline in 1689 when the immortal diarist, Secretary of the Navy, was imprisoned on a charge of being an enemy of the State.

In 1848 the 'birth of a new art movement' (the pre-Raphaelites) is entertainingly recorded with special reference to Dante Gabriel Rossetti's 'Girlhood of the Virgin'. Mr. Madox Brown, the doyen of the group, 'told our correspondent that since the time of Reynolds the tradition has persisted that a good picture is a brown picture'. He added that many of his contemporaries sought to be mistaken for old masters by painting in a 'brown bituminous ground'! The aims of the pre-Raphaelites are outlined with singular clarity.

Over 200 years earlier the news-sheet records 'Hostile Reception for Artist's Masterpiece'. This was the famous 'Night Watch' of Rembrandt van Ryn, reproduced in an illustration even more 'bituminous' than its original.

The fashion illustrations are good. In 1848 'tight V-shaped waists for men, and side-whiskers, continue to be fashionable'.

The compilers promise more and more sheets, so we may still look forward to seeing the death of Queen Anne as a Stop Press item.

C. S. Green

A Planned Auxiliary Language.

H. Jacob. Dennis & Dobson Ltd. 10/6.

In Part I of an earlier book on *The Choice of a Common Language*, Mr. Jacob made a general survey of the main issues involved in language planning and displayed the special features of a number of planned auxiliary languages. In *A Planned Auxiliary Language* Mr. Jacob deals with this important topic much more fully and with adequate exemplification and discrimination. As Professor Margaret Schlarch has pointed out, professional linguists have so far given little attention to 'artificial' languages and the problems of language planning. The work which has been done in this field (and its extent is considerable) has been due to the creative efforts of a few independent and hardy pioneers in language planning and to the enthusiasm and missionary zeal of their followers, mainly inspired by the hope of fostering international amity by purely linguistic means. It is obvious enough to-day that, of the barriers dividing mankind, differences of language are not the worst, that indeed the widespread acceptance of a world auxiliary language depends on the reduction of those more stubborn barriers. But it is also clear that such acceptance would not necessarily follow an improvement in international relations; it would follow only if sufficient preliminary work had been done to ensure what Mr. Jacob describes as the first stage in the introduction of a planned language, namely, 'the determination of the language which shall conform to standards acceptable to scientific and social requirements'. This is work for the philologist and professional linguist. What this book does, in an objective and scholarly way, is to survey this field of study and define clearly the kind of problems which face the language planner.

Part I deals with the five planned auxiliary languages which have received the greatest measure of acceptance and have demonstrated their usefulness in practice—Esperanto, Ido, Occidental, Novial and Interlingua. The treatment is uniform for each language, including a brief account of the origin and history of the language, the grammar, principles of derivation and methods of vocabulary selection. Part II deals with the more theoretic issues involved in language planning such as the principles of root selection, the problems of derivation, the choice between historic spelling, logicity or convention, autonomistic or naturalistic principles. Part III includes a discussion of the special problems involved in the use of a code of technical terms and scientific nomenclatures, and a survey of the work of the International Auxiliary Language Convention. Much of the material

SCIENTIFIC BOOKS

Please state interests when writing

SCIENTIFIC LENDING LIBRARY

Annual Subscription from One Guinea

Prospectus on application

H. K. LEWIS & Co. Ltd.

**136 GOWER STREET,
LONDON, W.C.1**

Telephone : EUSton 4282 (5 lines)

N.E.F.

SECTIONS AND THEIR SECRETARIES

AUSTRALIA

- New South Wales . . . (Overseas Secretary) Mr. W. H. Welding, 27 Duntroon Ave., Roseville.
(State Secretary) Mrs. C. McNamara, 27 St. John's Ave., Gornon, N. S. Wales.
- Queensland . . . Major H. Coppock, Army Education Service, Websters Building, Marty Street, Brisbane.
- S. Australia . . . Mr. R. J. Best, Waite Research Institute Private Mail Bag, Adelaide.
- Victoria . . . Mr. A. W. R. Vroland, 4 St. Edmunds Grove, Gardiner, S.E.6 Victoria.
- W. Australia . . . Miss D. Morrow, Perth Girls High School, Perth, W.A.
- Tasmania . . . Mr. W. Asten, Teachers College, Hobart.

BELGIUM . . . M. Christiaens, Avenue de Mercure 10, Uccle-Bruxelles.

BULGARIA . . . Mme Ana Tzanova, Pressanse St., No. 25, Sofia 5.

CANADA

Toronto . . . Miss F. E. Martyn, Rebecca Mary Church School, Boulton Ave., Toronto.

CZECHOSLOVAKIA . . . Dr. Stelclein, Institute of Educational Research, Mikulandska 5, Prague 11.

DENMARK . . . Rektor G. J. Arvin, Odensegade 14, Copenhagen.

EGYPT . . . Sayed Pasha, 9 El Kirdasi Street, Cairo.

ENGLAND . . . Mrs. H. Clark, 40 St. Margaret's Road, London, S.E.4.

FINLAND . . . Miss M. Westin, Mannerheimvagan, 92a, Helsingfors.

FRANCE. . . Mme. Seclet-Riou, Groupe Francais d'Education Nouvelle, Musée Pedagogique, 29 rue d'Ulm, Paris Ve.

M. Roger Gal, Groupe Francais d'Education Nouvelle, Musée Pedagogique, 29 rue d'Ulm, Paris Ve.

HOLLAND . . . Mr. J. R. Janssen, Lothariuslaan 67, Bussum.

HUNGARY . . . Dr. Maria de Baloghy, Bimbo ut. 3.1.5. Budapest 11.

UNION OF INDIA

Assam . . . Mr. S. C. Roy, Shenti Kutir, Shillong.

Bombay . . . Mr. H. Trivedi, Ghar Shala, Bhavnagar, Bombay Presidency.

INDONESIA . . . Mver Stibbe-Lucas, Sumatrastr 46, Bandoeng, Java.

ITALY

Florence . . . Signor de Bartolemeis, La Nueva Italia, Piazza Indipendenza 29, Florence.

Milan . . . Prof. Bergamaschi, Centro Pedagogico Milanese, via Rossari 2, Milan.

NEW ZEALAND . . . Mr. H. C. McQueen, 38 Ngatoto St., Wellington.

NORTHERN IRELAND . . . Mr. W. McClure, 10 Malone Avenue, Belfast (International Secretary).
Miss Olive Wilson, 115 Malone Avenue, Belfast.

NORWAY . . . Miss R. Froyland-Nielsen, Sognson 42, V. Aker.

PAKISTAN . . . Mr. Sampuran Singh, Central Training College, Lahore.

POLAND . . . Professor B. Suchodolski, Pedagogical Institute, University of Warsaw.

REPUBLICAN SPAIN . . . Dr. M. Camps, The School, Dartington Hall, Totnes, S. Devon.

SCOTLAND . . . Mr. H. R. Low, Jordanhill Training College, Glasgow.

SOUTH AFRICA . . . Dr. E. G. Malherbe, Natal University, Pietermaritzburg, Natal.

Cape Province . . . Mrs. D. Atkinson, Norwood, Borowood Rd. Claremont, Cape Town.

Johannesburg . . . Mr. D. M. Luckin, Jeppe High School for Boys, Kensington, Johannesburg.

SOUTH AMERICA

COLOMBIA . . . Ana Restrepo, Ministerio de Educacion, Bogata.

ECUADOR . . . Professor J. C. Larrea, Apartado 806, Quito.

SWEDEN . . . Miss A. Edstam, Kajsa Wargsvagen 22, Enskade, Stockholm.

SWITZERLAND . . . Dr. Adolphe Ferrière, La Forge, La Sallaz, Lausanne.

UNITED STATES OF AMERICA

American Education Fellowship, 211 West 68th St., Chicago 21.

included in these three parts has previously been difficult of access and it is, in any case, a great advantage to have it brought together in one volume. If it does not make easy reading for a general reader it is a very valuable book of reference for language students who may, in Professor Schlarch's words, 'be persuaded to consider the problem as citizens of the world'.

J. W. Tibble

Trees for Town and Country. (Lund Humphries. 25/-).

The planting of trees is a noble task, an agreeable example of the good that men do living after them. This handbook to nobility is a work of craftsmanship, ably compiled and beautifully produced for The Association of Planning and Regional Reconstruction.

A selection of sixty trees suitable for general cultivation in England has been made by Miss Brenda Colvin, landscape architect, and Miss Jacqueline Tyrwhitt, town planner. The names make lyric and rhythmic reading: 'Holly, Hornbeam, Judas Tree . . .'. The men of the eighteenth century in particular had time and inclination for good husbandry. They not only planted meadow and park land, but travelled eastward and westward, to America, China, the Mediterranean, bringing back new young trees. Twelve of the selected sixty were introduced into Britain during the middle years of this century. They are grown now to handsome old age and England has long since needed more of the generous æsthetic foresight which inspired the planters of that time.

In our own century public servants have inherited what once were private tasks and this book has been compiled to guide those who are responsible for the landscape architecture of town and country. Coast, meadow, village green, waterside, town street, all can be enhanced or their architectural sins concealed by skilled planting of suitable trees. Miss Colvin first defines the functions: 'Apart from their health value in purifying the atmosphere, trees provide the vertical scale of design in open country. They can define the various divisions of space without necessarily enclosing them, while at the same time serving as screens, protecting areas from wind, cold, dust, smoke, or noise; or they can be used to frame and emphasise pleasant views and vistas. The shade of trees is useful both for man and beast. . . . The outlines of trees serve to connect buildings with the surrounding land-forms and, by this service, admit man-made edifices to membership of the landscape.'—a definition arboreal in its dignity.

In the pages which follow, a double-page spread is devoted to each speci-

men. On the left-hand page is a photograph of a well-grown example of the species; on the right finely-drawn diagrams by S. R. Badmin illustrate the rate of growth, scale drawings show leaves, flowers, fruit, accompanied by precisely written text on character, planting, growth, soil, climate and habitat.

Park superintendents, town planners, landscape artists, architects and members of local government committees should lighten their grave responsibilities with this volume; the relatively irresponsible town or country dweller will find here serene reading. All may learn, for example, that Ailanthus, also known as The Tree of Heaven, introduced into Britain from North China in 1751, grows well in smoky atmosphere in the south of England; further, that its disposition is not entirely celestial as it 'has a bad habit of throwing up root suckers.'

Jacqueline Saix

English Book Illustration, 1800-1900 by Philip James. (King Penguin. 2/-).

A royal two bob's worth. In 88 small pages Mr. James covers the whole splendid period, from Bewick to Beardsley, their technicians, publishers and work; illustrated by examples carefully chosen, that do not suffer too much from reduction in size. We see the development of reproduction from hand-engraving to photography, and each kind of technique is so well clarified that never again can the tyro be excused for calling a pen-ink-drawing 'an etching'.

In so condensed an account, values are enhanced; the evolution of technique and its effect on the artist jumps to the eye; I do not like Beardsley, but I can see that his style is a perfect use of the new line-block; the close convention which gives grace to the masters who cut their own wood, Bewick and Blake, changes to the freedom of photographic reproduction for Phil May's draughtmanship; to be strengthened again as the wheel turns full circle, by the return of Morris and Nicholson to hand engraving and printing. And the depised pre-Raphaelites stand out as the masters they were, with the careful co-operation of Dalziel, in their grave and noble illustrations.

Rhoda Dawson

Anthology of European Poetry, Vol. I, French: Machault to Malherbe. Trans. William Stirling, Intro. by Marcel Arland. (Wingate. 15/-).

Should one man translate a whole anthology of foreign verse? One feels that the ideal method is that of the *Oxford Book of Greek Verse in Translation*, where, by choosing in each case the best version from some-

times thirty available, the editors reproduce the variety of the originals. But French verse, especially prior to the eighteenth century, has not attracted so many rival translators—and Mr. Stirling is remarkably versatile. The other day it was Heine: now he tackles 101 poems by 39 poets—and not, mark you, of his own choice, but on the selection of Mr. Mervyn Savill. One awaits with interest the further volumes announced for this beautiful new series—shall we find the same deft hand reshaping the garlands of Germany and Italy and Spain? Meanwhile he does very well, whether in the most familiar pieces of Ronsard and Charles d'Orleans or in those which, for many of us, have all the delight of fresh discovery.

Inevitably a translator has his hits and misses, but Mr. Stirling is a dependable gun. As one can see from the original text printed opposite, he is often quite surprisingly successful in keeping up a verbal fidelity and at the same time preserving the original pattern of rhyme and rhythm. His version of *Le temps a laissé son manteau*,

'Time has lost her wintry gear

Of wind, and cold, and rain . . .'
will not (for this reader at least) replace John Payne's,

'The year has cast its wede away

Of rain, of tempest and of cold . . .'
but it is refreshing to turn from a transmutation of Ronsard, like Yeats's lovely,

'When you are old and gray and
full of sleep . . .'

to a real translation which is faithful, unassuming, yet not unworthy of the original,

'When you are old, at evening by
the fire,

Sitting and spinning in the flickering
light,

You will say, marvelling at my
songs' delight,

"Ronsard praised my beauty with
his lyre."

Cost will keep this book out of the classroom, but wherever there are older pupils exploring French poetry it will be well worth its place on the library-shelf.

Geoffrey Trease

The Psychology of the Unwanted Child, Agatha A. Bowley (E. & S. Livingstone, Ltd., Edinburgh, 6/-).

Some Aspects of Foster-Home Placement for Difficult Children, 6d.

Interviews with Parents in a Child Guidance Clinic, 1/-.

War-Damaged Children, 1/6. (All Published by the Association of Psychiatric Social Workers).

Lady Allen of Hurtwood's pamphlet, *Whose Children?* and the Curtis Report

which followed it leave us in no doubt that there is much cause for public shame in the existing methods of providing care for children who are deprived of a normal home life. The mere lack of physical cruelty that is noted in the training establishments visited by the Care of Children Committee is faint praise indeed. In this whole system for dealing with unwanted children the most crying need seems to be for staff who are fitted personally and by training to provide the child with a good substitute home. Success in this kind of work—that is the full mental and emotional development of the child—is unlikely to be achieved, especially in institutions, unless those who are responsible for the child's day-to-day life have far more than a passing acquaintance with what a child's fundamental needs are and what the deprivation of normal life means to him.

This book by Dr. Bowley, herself an educational psychologist, is a welcome contribution in a most serious cause. It is written for those—*e.g.* matrons, wardens, house-mothers and so on—who have the care of homeless and unwanted children. It explains clearly and untechnically the essentials of good personality development

and the causes and effects of emotional rejection. The author provides a study of children in substitute homes, and makes some suggestions as to remedies and methods of readjustment.

It is interesting to read alongside Dr. Bowley's book three pamphlets published last year by the Association of Psychiatric Social Workers, about whose work too little has been made known so far. In *Some Aspects of Foster-Home Placement for Difficult Children* we see some of the problems presented by Dr. Bowley through different eyes, through the eyes of another set of members of clinical teams, namely, the Psychiatric Social Workers (P.S.W.'s). Here are set down some of the considerations involved in choosing a foster-home, the means of preparing the child for the foster-home and the foster-parents for the behaviour difficulties and personal problems of the child, and for the new symptoms which may appear after placement.

In *Interviews with Parents in a Child Guidance Clinic*, by Noel K. Hunnybun and Lydia Jacobs, the aim is to explain the part played by the P.S.W. in the team, how it is she who builds up the social history of the case and arrives at some assessment of the nature of the

problem. This pamphlet is admirably illustrated with examples. It leaves the reader hoping that the art of interviewing is given its due place in the training of the P.S.W. for the speed of the child's recovery will often be directly related to the P.S.W.'s relationship with the parent.

In *War-Damaged Children* Margot Hicklin widens our horizon in her review of the fate of children from liberated countries who have lost their homes or families and suffered in concentration camps such strain and deprivation that their mere survival seems a miracle. This is a valuable addition to the literature concerning the problems of children who were evacuated from our own cities. The author describes the efforts that were made to restore these broken children from the Continent to something like normality, and sets down the factors which were found to be most successful both in temporary and in permanent placement for rehabilitation.

The outstanding conviction that remains after reading Dr. Bowley's book and these three pamphlets is that such work as they describe requires for its successful execution staff who have been carefully selected and well trained. *M. C.*

Directory of Schools

SHERRARDSWOOD SCHOOL

WELWYN GARDEN CITY

Headmaster : J. D. EASTWOOD, M.A. (Oxon.)

Sherrardswood was started in 1928 as an all-age Co-educational Day School. It accommodates 220 children, and is now developing a boarding side at Digswell Park, where there is excellent provision for 30 boys and 30 girls in an atmosphere similar to that of family life in a cultured home. At present, entry to the boarding house is restricted to children of ten years and over. The house is under the direct supervision of the Headmaster and Mrs. Eastwood, with fully-qualified assistance. It is an integral part of the School, so organized as to help in fulfilling the aim of Sherrardswood to train boys and girls in complete living.

Boarding fees, 55 guineas a term, including tuition.

Apply to Headmaster for Prospectus and details of vacancies.

ABBOTSHOLME SCHOOL

DERBYSHIRE

(Postal Address : Nr. Rocester, Uttoxeter, Staffs.)

Chairman of Council :

FRANK SMITH, M.A., Ph.D.

Headmaster :

C. ARTHUR HUMPHREY, M.A.
(OXON.)

For boys of 11 to 18, with
a Junior School Section
for boys of 8 to 11.

Scholarship and entrance tests for September 1948, take place at the School at the beginning of April. Further particulars may be obtained from the Headmaster's Secretary after the middle of November.

PENDRAGON HALL

A co-educational boarding and day school for children between 5 and 14 years of age. Original curriculum designed to foster individual growth and social responsibility.

Also TRAINING SCHOOL FOR MARGARET MORRIS MOVEMENT (Southern Centre)

The new Theatre is being built and there are vacancies for students (aged 14 or over) who wish to make a career of Margaret Morris Movement in its teaching, medical or stage aspects. Dennis March, B.A. Sylvia March, L.R.A.M. Claire Cassidy, M.M.M.

59 Bath Road, Reading, Berks.

**FRENSHAM HEIGHTS
FARNHAM SURREY**

Headmaster : PAUL ROBERTS, M.A.

Frensham Heights is a co-educational school containing at present 160 boarders and 40 day pupils equally divided as to sex and equally distributed in age from 8 to 18.

The school stands in a high position in 170 acres of ground.

There is a separate Junior School for children from 8 to 11.

Fees : £180 per annum inclusive

About three scholarships are offered annually

For particulars apply Headmaster

BADMINTON SCHOOL

Westbury-on-Trym

:: BRISTOL. ::

Junior School 6 to 11 years

Senior School 12 to 19 years

The School is situated in large grounds and within easy reach of Bristol, so the older girls are able to enjoy many of the advantages provided by a University City. A high standard of scholarship is maintained and at the same time an interest in creative work is developed by the practical and theoretical study of Art and Music. There are weekly discussions on World Affairs and more intensive work on Social and International problems is done by means of voluntary Study Circles.

Apply to The Secretary.

**DARTINGTON HALL
TOTNES DEVON**

Headmaster : W. B. CURRY, M.A., B.Sc.

A co-educational boarding school for boys and girls from 2-18 in the centre of a 2,000 acre estate engaged in the scientific development of rural industries. The school gives to Arts and Crafts, Dance, Drama and Music the special attention customary in progressive schools, and combines a modern outlook which is non-sectarian and international with a free and informal atmosphere. It aims to establish the high intellectual and academic standards of the best traditional schools.

Fees : £170-£190 per annum.

A limited number of scholarships are available, and further information about these may be obtained from the Headmaster.

**ST. MARY'S
TOWN & COUNTRY SCHOOL**

TOWN DAY SCHOOL :

38 Eton Avenue, London, N.W.3

PRIMROSE 4306

**COUNTRY BOARDING SCHOOL:
Stanford Park, near Rugby**

Telephone : SWINFORD 50

150 acres of parkland with river and lake
SWIMMING, BOATING AND RIDING

**Possibility of Interchange between
the two schools, realistic approach
to progressive education, special
methods in Language and Arts,
sound academic work. Co-ed. 5-18**

Principals :

Henry Paul, M.A. & Elizabeth Paul, Ph.D.

MONKTON WYLD SCHOOL, nr. CHARMOUTH, DORSET

Principals : CARL URBAN, ELEANOR URBAN, M.A. (Oxon.)

Practical and cultural education for boys and girls (9-18). School life and curriculum planned to help children to develop into co-operative and constructive citizens. School farm ensures healthy diet. T.T. cows.

Fees : £135.

Directory of Schools—continued

BEDALES SCHOOL

PETERSFIELD HANTS (Founded 1893)

A Co-educational Boarding School for boys and girls from 11½–18. Separate Junior School for those from 5–11. Inspected by the Ministry of Education. Country estate of 150 acres. Home Farm. Education is on modern lines and aims at securing the fullest individual development in, and through, the community.

Headmaster : **H. B. JACKS, M.A. (Oxon.)**

WENNINGTON SCHOOL

WETHERBY.

Founded 1940. Boys and Girls, 8–18.

A new type of Boarding School, well-organised and efficient without losing the family quality of life. Wholesome vigorous community providing a training in disciplined co-operation and practical social responsibility. Well balanced curriculum. Graduate teachers.

KENNETH C. BARNES, B.Sc.

ST. CHRISTOPHER SCHOOL LETCHWORTH

is an educational community of some 375 boys, girls and adults. The five school houses provide living and teaching accommodation for children from 6 to 18. It is situated on the edge of the Garden City, amidst rural surroundings and beautiful gardens. There is now a considerable waiting list, and early application is desirable for possible vacancies in 1950.

School for boys and girls from 4½ to 11 years

LITTLE FELCOURT, EAST GRINSTEAD, SUSSEX,

founded on the Montessori idea and aims to create the happy free atmosphere of a real home.

Particulars from the Principal

ELMTREES,

GREAT MISSENDEN, BUCKS.

(Boarding and Day School for Boys and Girls 5 to 12 years and LITTLE ELMTREES (for the under-fives).)

Progressive education combined with a happy home life in an atmosphere of freedom. Art, Music, Drama and Dancing under specialist teachers are part of the school curriculum.

The school is situated on the fringe of the little village of Great Missenden, within five minutes walk of the station, with frequent train service to Baker Street and Marylebone.

The houses (adjoining properties) are chiefly Georgian in character, and the grounds of nearly 10 acres open on to the wooded slopes of the Chiltern Hills.

FEES : £135 per annum. Under-fives £120 per annum. Entire Charge (holidays included) £160–£180 per annum. Principal - **Miss M. K. WILSON.** Tel. : Gt. Missenden 407.

THE GARDEN SCHOOL

Wycombe Court, Lane End

Nr. High Wycombe.

Boarding School for girls (4–18). Estate of 60 acres in the Chiltern Hills. Sound academic work, with consideration for individual needs. Large staff of graduates. Vegetarian and ordinary diet. Open-air swimming pool.

FEES : £130 to £175 per annum.

Principal : **Mrs. M. A. ORMROD, B.A.**

THE FROEBEL SCHOOL *now at* *Ibstock Place . . . ROEHAMPTON* (removed from Little Gaddesden, Herts.)

Kindergarten and Preparatory School for boys and girls aged 3–14 years. Fifty boarders aged 7–14. A country school near London. Fully qualified staff . . .

Governed by . . . The Froebel Educational Institute

The school has a large garden and is on the edge of Richmond Park

Headmistress : **Miss O. B. Priestman, B.A., N.F.U.**

Wychwood School, Oxford

RECOGNIZED BY MINISTRY OF EDUCATION

Maximum of 80 girls (half day pupils) aged 10–18. Small classes, large graduate staff. Education in widest sense under unusually happy and free conditions. Exceptional health record. Elder girls when not entering universities can either specialize in Drawing, Design, Languages, Music, Handcraft, or take year's training at Wychlea (Domestic Science House). Playing fields, bathing pool.

Principal : **Miss MARGARET LEE, M.A., (Oxon.)**

Late University Tutor in English.

Vice-Principal : **Miss E. M. SNODGRASS, B.A. (Oxon.)**

BURGESS HILL SCHOOL

11 OAKHILL PARK, N.W.3 Hampstead 2014

CO-EDUCATIONAL DAY SCHOOL

AGES 5 to 18

Headmaster : **GEOFFREY THORP, M.A.**

THE BELTANE SCHOOL

Shaw Hill, Melksham, Wilts. Boys and girls from five to eighteen.
Good academic standards.

SHERWOOD SCHOOL, EPSOM.

is a co-educational community which attempts to carry into the practice of its economic, political, and personal relationships the full implications of the maxim 'from each according to his ability, to each according to his need.'

Boarding (8-18), Day (3-18); usual subjects and games; S.C. and H.S.C. Excellent centre for S.W. London.

LONG DENE CHIDDINGSTONE, EDENBRIDGE, KENT

Directors :

J. C. GUINNESS, B.A., KARIS GUINNESS, R. G. H. JOB, B.Sc.

A group of a hundred children of all ages and forty adults, creatively concerned with education, agriculture and the arts.

PROSPECTUS FROM THE SECRETARY

PINEWOOD, AMWELLBURY, HERTS.

Home school for boys and girls 4 to 14, where diet, environment, psychology and teaching methods maintain health and happiness.

Elizabeth Strachan.

Ware 52

ST. CATHERINE'S SCHOOL, Knole Park, Almondsbury, near Bristol.

Co-Educational Boarding. All Ages.
400 feet up, looking on to Channel and Welsh Mountains.
Food Reform Diet.

Open-air Swimming Pool. Music. Art.
35 guineas per term.

Ralph Cooper, M.A., and Joyce Cooper.

MOIRA HOUSE SCHOOL EASTBOURNE. Telephone 210.

Recognized by the Ministry of Education.

Boarding School for Girls from 6 to 18

Principals : Miss GERTRUDE A. INGHAM.
Miss MONA SWANN.

Vice-Principal : Miss EDITH TIZZARD, B.A., Hons. Lond.

BUNCE COURT SCHOOL, Otterden, Faversham, Kent. Co-educational, progressive, recognised M. of E. Prep. for School Cert. Artistic and practical activities. Healthy food from own garden. Enquiries to : Anna Essinger, M.A., Principal.

ST. CHRISTOPHER'S SCHOOL, Belsize Lane, Hampstead, N.W.3, has now re-opened (Boys and Girls). Head Mistress : Miss V. H. Wright. The Boarding School (Girls only) is still with Glendower School at Sydenham, Lewdon, Devon.

PINEHURST, Goudhurst. On the beautiful Kentish Weald. Progressive School. Co-educational 3-12 years. Sound education. Crafts. Riding. Food Reform Diet. Sun and Air Bathing. Excellent health record. Miss M. B. Reid, Principal.

THE FROEBEL SCHOOL, DATCHET, BUCKS. School of 40 children run on Activity Methods with support of Parents' Group. Small group of weekly Boarders 5-6 years of age. Week-end escort to and from Waterloo. Miss Underwood, N.F.U.

Edgewood, Greenwich, Connecticut.

A Boarding and Day School for Boys and Girls from Kindergarten to College. Twenty-acre campus, athletic field, skating, ski-ing, tennis and all outdoor sports. Teachers' Training Course. Illustrated Catalogue describes activities and progressive aim.

E. E. LANGLEY, Principal 201 Rockridge.

MOORLAND SCHOOL CLITHEROE, LANCs.

Co-educational 3-12 years. Tel. Clitheroe 8.

The children lead vital, constructive lives, doing work of high standard in a happy natural atmosphere. Food reform and meat diets. Nature cure methods. Out-of-door activities.

Co-principals : Miss D. E. King, L.L.A., and Miss A. E. Crane

BEVERLEY SCHOOL

WOLFELEE, NR. HAWICK.

Progressive Co-Education. Boys and Girls from 3 years old. Healthy happy environment. Special attention given to diet.

Entire charge and holiday arrangements made when necessary for children whose parents are abroad.

Telephone : Bonchester Bridge 2.

GREAT SARRATT HALL, SARRATT, HERTS. Nursery and Preparatory Boarding School for children from birth to 10 years. Parents and school work in close co-operation. Group limited to twelve children. Qualified resident and visiting teachers. Principal : Gladys Raymond.

HIGH MARCH, BEACONSFIELD, BUCKS. A Progressive Preparatory School for girls from 5 to 13. The school aims at giving a sound education with special emphasis on art, music, and creative activities. Miss F. H. Perkins and Miss E. B. Warr.

THE MOUNT SCHOOL, MILL HILL, N.W.7. Large qualified staff, small classes, centre for Oxford Higher and School certificate Examinations. 30 boarders, 90 day boarders, 5-18.—Mary Macgregor, B.A. (Lond.), Camb. Teachers' Diploma.

SUBSCRIPTION FORM

THE NEW ERA, 1 PARK CRESCENT, LONDON, W.1

I enclose 12s. (or \$2.50) being subscription or One Year from.....

NAME

(Block letters. Please state whether Mr., Mrs., or Miss)

ADDRESS

Directory of Schools—continued

KINGSMUIR SCHOOL, Sible Hedingham, Essex. Branch of Summerhill School. Crafts, Riding, excellent diet. Central Heating. Paying Guests welcome.

STANWAY SCHOOL, DORKING. Home and Day co-educational Preparatory School to 14 years. Nursery Class. Specially designed building on high ground. Education as an atmosphere, a discipline, and a life.

Directory of Training Centres

SPEAKING AND WRITING lessons (correspondence or visit), 5s., classes 1s. 6d. Special help to young people, foreigners, stammerers, etc., and to anyone finding difficulty in reading, writing, or speaking. Miss Dorothy Matthews, B.A., 32 Primrose Hill Road, London, N.W.3. PRImrose 5686.

THE CHARLOTTE MASON METHOD (P.N.E.U.). For the education of children (ages 4½ to 18) at home or in schools (including overseas). Apply Director, Parents' Union School, Ambleside

POSTS VACANT AND WANTED, etc.

RATES : 1s. 3d. per six words. Minimum 18 words. *These charges must be prepaid and copy received by the FIFTEENTH of the month preceding publishing date.*

EAST SUFFOLK (including excepted district of Lowestoft), WEST SUFFOLK and IPSWICH EDUCATION COMMITTEES. Applications are invited for the appointment of a Psychiatric Social Worker for the Child Guidance Service. Candidates should possess a Diploma in Social Science and/or Mental Health Certificate, but students whose training will be completed in the near future will be considered. The salary will be £370 x £20 to £530 and training and experience will be taken into consideration in determining the commencing salary. The appointment is subject to the provisions of the Local Government Superannuation Act, 1937, and to the passing of a medical examination. Canvassing will disqualify. There are no forms of application, but candidates must state age, experience, qualifications and any other relevant details. Copies of not more than three recent testimonials must be supplied. Applications must be received by the Chief Education Officer, 17 Tower Street, Ipswich, not later than 11th October, 1947. J. G. BARR, Town Clerk, Town Hall, Ipswich. 10th September, 1947.

OPPORTUNITY to start small Home School in Western Australia offered to experienced teacher with some capital. Write Air Mail: Cookson, ALDERSYDE, BICKLEY, W.A.

EAST OR SOUTH AFRICA—Lady member E.N.E.F., University trained, 8 years teaching and social work, wishes opening. Write Box No. 342.

INSTITUTE FOR THE SCIENTIFIC TREATMENT OF DELINQUENCY. 12 weekly lectures each on (1) CURRENT PROBLEMS OF PENAL REFORM, DR. MANNHEIM, Tuesdays, 6.30, beginning 30th September, (2) PSYCHOLOGY OF DELINQUENCY, DR. J. D. W. PEARCE, Wednesdays, 6.30, beginning 1st October. Fee for each course £1, single lectures 2/-. Apply General Secretary, 8 Bourdon Street, W.1.

WANTED TO RENT School in Home Counties and/or near sea and hills. Holiday periods. Permanent arrangement considered. Box No. 346.

HOLIDAY STAFF. Wanted helpers for house parties, young professional people, cook and *au pair* helpers. Box No. 347.

WANTED IMMEDIATELY—Froebel teacher for 5-7 group (free activity method) and, in January, teacher for 9-11 group. Progressive day school, Berks. Box No. 348.

A QUALIFIED assistant who might later consider partnership or proprietorship required in January for well-established day kindergarten (40 children) in Bedfordshire. Write Box No. 349.

KINGSMUIR SCHOOL, Sible Hedingham, Essex, has accommodation for paying guests or groups of from 25-30 people in School Holidays. Central Heating, constant hot water and excellent diet. Fresh fruit and vegetables; reasonable terms.

THE NEW ERA

IN HOME AND SCHOOL

Painting and Emotional Development

Nan Youngman

Art Adviser, County Hall,
Cambridge

THE raising of the school-leaving age is focussing attention on the education of older children, since now we have undertaken to educate so very many more of them. Recent developments in our ideas about the place of the arts in education have an important part in this new responsibility. What are these developments? They can be considered under three headings:

1. Education of the Emotions

Partly as a result of our war experience, we are increasingly aware of the value of the practice of the arts in the cure of mental or physical damage or illness, and this reinforces our belief that their practice is an essential part of the maintenance of a healthy emotional life too. It educates imagination as well as intellect, sensibility as well as sense, thus balancing an otherwise lop-sided education, weighed down on the side of words and facts.

This is, of course, no new idea; it has been expressed over and over again from Plato onwards.

2. The Position of Art in the Curriculum

Phrases familiar to all teachers show what has been our attitude towards art in school: 'the Art room', 'the Art period', 'No girl who has not brought her art overall may do art this afternoon', and so on. But we are beginning to understand that art in education should mean all creative experience as distinct from the accumulation of facts through words. We have learnt much of this from the chil-

dren themselves. By their response to increased opportunities to paint, to make things, to dance, to sing and to act in school, they have reminded us, as it were, that these things are an essential part of our nature, and that they can light up the whole of education. They have a part in the teaching of every subject, and children do not isolate 'art' from other activities unless their teachers do so.

3. The Importance of the Arts in Adolescence

Our first delight was, like Franz Cizek's, in the freshness and innocence of little children's drawings, and we tended to think that the creative power which they revealed inevitably died at adolescence. We know now that this need not happen. We know that if, realizing that creative experience is essential to emotional growth, we give the arts their proper place in education, we need not, with Wordsworth, accept the 'shades of the prison house' as closing inevitably upon the growing child.

THE ideas which are indicated under these three headings have been expressed by many writers on art, education and psychology, especially perhaps that of the wide value of the arts in every side of school activity. This article, however, is to deal with the art of painting, and with painting by older children in particular.

In this country most of us began to understand children's drawings through Marion Richardson. The great exhibitions at the County Hall, Westminster, which were the result of her work as Art Inspector for the London County Council, marked a considerable step forward. But, curiously, they are remembered as the work of young children, and it is usually forgotten that the last of them, in 1938, was composed mainly of work from senior, central and secondary schools.

In the Introduction to the Exhibition, Marion Richardson wrote: 'It is felt that the time has come for showing what the big, as well as the little children have achieved.' But few were ready to understand what was shown in the exhibition, and there are even to-day many people who, while they accept the value of a free approach to painting with young children, are sceptical of its development later on. And this although hundreds of lovely paintings by boys and girls of from 12-17 stare them in the face in schools, in exhibitions of children's work, and reproduced in books such as R. R. Tomlinson's *Children as Artists*¹ or the journal of the Society for Education in Art, *Athene*. Above all, we have rich

CONTENTS

	Page
PAINTING AND EMOTIONAL DEVELOPMENT—Nan Youngman.....	169
REFLECTIONS OF A TRAINING COLLEGE PRINCIPAL—David Jordan.....	173
DEVOLUTION IN AN EMERGENCY TRAINING COLLEGE—Margaret Phillips.....	176
WHY I TEACH SOCIOLOGY IN A GERMAN TRAINING COLLEGE—Dr. Karl Abraham.....	180
SOME PROBLEMS OF MODERN PARENTHOOD—Bardie Hay.....	181
CORRESPONDENCE AND NOTICES	185
N.E.F. MISCELLANEA	186
BOOK REVIEWS.....	187

¹ King Penguin.

evidence of continued development in painting by older children in *Education through Art*¹ by Herbert Read.

Here Dr. Read puts forward the idea that the purpose of education is the integration of the personality within itself and in society, and that this can be achieved only by an authentic, as opposed to our present logical, education. Of adolescence he says:

'The art of the child declines after the age of 11 because it is attacked from every direction—not merely squeezed out of the curriculum, but squeezed out of the mind by the logical activities which we call arithmetic and geometry, physics and chemistry, history and geography, and even literature as it is taught. The price we pay for this distortion of the adolescent mind is mounting up: a civilization of hideous objects and mis-shapen human beings, of sick minds and unhappy households, of divided societies and a world seized with destructive madness. We feed these processes of dissolution with our knowledge and science, with our inventions and discoveries, and our educational system tried to keep pace with the holocaust; but the creative activities which could heal the mind and make beautiful our environment, unite man with nature and nation with nation—these we dismiss as idle, irrelevant and inane.'

It is not denied that when puberty begins, creative activity will cease if the right kind of education is not provided. At this stage in a child's development, which is the beginning of the age of reason and of logical thought, the majority of schools begin an intensive concentration on just these faculties. In this they are backed up by the examinations which now begin to loom so large. The child's emotions, just as newly active, just as important, are hardly considered in his education.

If this is to be avoided, very careful study of the reasons for the tendency to 'dry up' is needed. There follows an attempt at this, with some suggestions as to ways in which the problem may be solved.

THE adolescent boy or girl is inclined to give up painting because the pictures made in childhood seem babyish, and because they do not conform to the conventions of photographic illusion which he

realizes are widely accepted in the adult world. He lacks the skill with which to draw according to those conventions, therefore he will not draw at all. This may not be the whole story, but it is certainly part of it.

Teachers who are so in love with 'child art' that they try to force adolescents to continue to produce it, are obviously wasting time and harming their own cause. But this is not to say that they should, when adolescence begins, apply themselves exclusively to teaching the tricks of producing on a flat surface the illusion of three dimensions, etc., etc. Far from this, the teacher must uphold the true values of art as against the false ones which prevail in so much of what the growing child sees to-day, from the Royal Academy to the hoardings. This means that the teacher's whole attitude towards painting, and his comments on their work, will make known something of the vast tradition of painting (not only Western) and will show what a tiny proportion of it conforms to contemporary conventions of naturalism.

In schools where painting by older children is done as a matter of course, and where the teaching is of the kind suggested above, it is found that there are some whose work does not conform to these conventions. This is recognized in the pamphlet on *Art Education* recently published by the Ministry of Education: 'Some children will be intensely interested in painting their impressions of the visual world, others, differently gifted, will continue to take real pleasure in painting in a less realistic way.' If the children feel free to paint in the way which suits them, then such techniques as perspective may safely be explained when they are asked for, though not as abstract theory, but always in connection with individual and immediate problems. Those who do not need them will not feel inferior or at fault. This is not easy to achieve, but the teacher who has made it possible has done a great service to his pupils.

There are other things which he must do, as well as showing that the standards of art are outside those of photographic representation. A change of medium is valuable, e.g. oil paints, coloured inks, lino printing, stone or wood carving instead of powder colours.

Apart from the stimulation of handling new materials, this emphasizes the advance from the now despised earlier work. A change in the kind of subject-matter is also important. The ideal for any group of older children engaged in painting is that they should either be making pictures of subjects of their own choice, or for a definite purpose such as stage settings, a puppet show, wall decorations, or in connection with some project. But before they will be ready to supply their own subjects, the teacher has to make suggestions, and here the new interests should be understood. These paintings will not be like the earlier ones; they will not have the same unconscious happiness, nor the same effortless confidence. They can possess, however, qualities of related colour and plastic unity which never appear in the fashion-plate lady kind of drawing, and they will be more individual in type. They show more interest in light and depth, and this is bound up with the expression of a deeper feeling of mystery, romance and drama. But there are no fairies at the bottom of this garden.

There is yet another important change in the approach to painting at this stage. Very few adult artists work as small children do, 'out of their heads'. Even if the result is abstract, the original stimulus has usually come from something seen. This is true of many adolescents. Whether their work is 'realistic' or not, many will prefer to have something to look at as a starting-point at least, if not more. Not (God forbid) a 'flat copy', but to make, say, a self-portrait, or a picture from a group of objects or natural forms (and how different this can be from 'object-drawing'), or to model or carve an animal which has been stroked or felt. Such work can, of course, be imaginative, and can release fantasy quite as well as work which is done without such concrete stimulus.

Some boys and girls are able, of course, to make wonderful paintings of, for example, subjects from the Bible, or of their personal fantasies. In this connection the Ministry pamphlet says: 'Some may profitably tackle fanciful subjects, but the danger is that pupils will fall back on their memory of pictures and illustrations, rather than rely on their observation to create something which is really theirs.'

¹ Faber.

An example is the tendency found, in paintings by girls of everyday scenes, to produce figures in a fashion-plate style. . . . The cure for this particular evil is for the pupils to draw and paint one another.'

It sounds simple enough. But any teacher who has tried it knows that to the majority of girls those figures drawn in a fashion-plate style are 'smashing'. The 'fashion-plate lady' has become a symbol, a code-sign, and she is drawn on office blotting-pads and telephone box walls, as well as in school. She has an enormously high 'hair-style' in front, no back of her head, either no breasts at all or indecently pointed ones, and legs which come blown to a point, not feet. Her eyelashes are almost as long as her legs, she has no nose, and her mouth measures more vertically than horizontally. Sometimes she wears a crinoline and a poke-bonnet. She is sex, womanhood, beauty, romance and luxury, with nothing about her so frightening as reality. She is drawn in an extremely formalized and unrealistic way, yet the reason given for liking her will often be that she 'looks real'. She is seldom drawn by girls from wealthy or upper-class homes, for she is a wealth and luxury wish-fulfilment which they do not need. They draw wild wind-blown horses instead. Why? These drawings certainly satisfy the same kind of need, they represent romance and in some way sex, while denying its reality. Perhaps they symbolize the ideal male, wild, powerful, beautiful, confident, yet undemanding.

The wish-fulfilment pictures by boys seem to us less vulgar and shocking, because they seldom represent living things. When boys do make pictures of this kind containing figures, they draw fashion-plate ladies according to the girls' recipe, and there is no equivalent symbol for a man. If a man has to appear, he looks like a fashion-plate lady with a small moustache. The most common subjects for boys' drawings of this kind are ships, aeroplanes, tractors and racing cars, and it seems obvious that they represent power.

It is difficult for an artist-teacher, or for any person of taste, to see such drawings as the fashion-plate lady without revulsion, and the instinct is to try to mock them out

of existence. But the need they seem to satisfy is too strong to be dispelled by a teacher's scorn. They may not appear in the classroom, but they will continue in the lavatory.

Marion Richardson says of these drawings: 'Some of the child's drawings will be no more than the release of a suppressed desire. The pretty fashion-plate ladies that girls draw, and the racing motors and aeroplanes that boys draw, are often mere wish-fulfilment pictures. Such things may clamour to be drawn, and they should not be denied expression, but they are a form of "self-expression" that is self-centred and unillumined in a way that a work of art can never be.' Indeed they are sterile. But if they release a suppressed desire, if they fulfil a wish, if they are what the boys and girls think 'smashing', we have to swallow our distaste enough to study them, together with the magazines and films which are popular at this age. Then we shall be better equipped to provide something fruitful which will take their place. It is probably right, for example, that the fashion-plate lady will persist unless the girls draw each other. But let the model dress up; let her put on a ballet skirt or a Spanish shawl; let her look really beautiful, and not stand plump and stolid in her gym-tunic, hockey-stick in hand. Rub their young noses in reality, but do it so that they may love it and accept it, not fear and hate it more than they do already.

It is also true that, like the everlasting house-with-a-tree-on-each-side of the repressed junior school child, drawings of this sort are 'safe'; once you learn the formula they are easy to do; approval (from your fellows if not from the teacher) is sure, no daring step into the unknown need be taken, no private feeling given away. Only the teacher's encouragement and seriousness can overcome this, with all its implications.

THERE is a particular problem for the art teacher who becomes interested in the emotional development of the children he teaches, and in the therapeutic value of art. It is that he may be tempted to abandon his æsthetic standards. Maria Petrie, in her important book *Art and Regeneration* says: 'It may be asked what is the particular object in continuing the

practice of art for senior boys and girls whose work has lost the charming naïveté and decorative value of the childish effort and who rarely, even accidentally, produce something to satisfy æsthetic standards? Where this question is raised I must remind the reader that what I am claiming here for children is art-practice as education and not as a means of producing works of art.' Again she says: 'Do not expect works of beauty from adolescents.' How then does she explain the illustrations to her book, which show carvings and paintings of great beauty by boys and girls of 13-16? There is no need for this depressing idea, that it does not matter if what is produced is a daub, as long as the daubing is done. As has already been said, there is ample evidence that with the right educational environment, a large number of adolescents can produce some form of visual art which has æsthetic merit. Some will find their creative means in music, dancing, acting, writing, and so on, but probably the majority will find it in painting and crafts. If teachers are to venture, as they must, into this field of the education of the emotions through the arts, they are surely lost if they abandon their æsthetic standards.

This article began with a reference to the new Education Act. It must end with another. One of the aims of that Act is that there should be specially trained art teachers for all older children. This training is of extreme importance, and it is essential that art teachers should also be practising artists. But it is the fashion in some Schools of Art to insist that a fully-trained artist needs no training in teaching, to regard the teaching of children as easier and inferior to teaching in Schools of Art, and both as a necessary evil, a way of earning enough money to have time to paint. While this attitude persists, much progress in art education is impossible.

It is significant that many of the best teachers of art come from the Teachers' Training Colleges, not from the Schools of Art, even though they may lack the deeper knowledge of art which the Art School can give. The proper training, of which there is very little at present, combines the best of both worlds.

OPPORTUNITY AND THE DEAF CHILD

**IRENE R. EWING, O.B.E., M.Sc. and
ALEX. W. G. EWING, Ph.D., M.A.**

With an Appendix by Molly Sifton

This practical book tells how all children suffering from an impairment of hearing can be helped. Methods of early training in the home and Nursery School, and a detailed account by Miss Sifton of her personal triumph over this adversity, are among the contents of this comprehensive study written in direct response to requests from doctors, parents, and teachers of deaf children.

9/6 net

THE RELIABILITY OF EXAMINATIONS

C. W. VALENTINE, M.A., D.Phil.

Formerly Professor of Education in the University of Birmingham

and W. G. EMMETT, M.A., F.I.C.

Reports an extensive inquiry into the reliability of examinations as tested by subsequent performance, with special reference to entrance examinations to Secondary Schools and to the award of University Scholarships.

7/6 net

CREATIVE EDUCATION AND THE FUTURE

OLIVE A. WHEELER, D.Sc.

Professor of Education, University College, Cardiff

A systematic attempt to apply recent discoveries in biological science to the solutions of modern educational and social problems.

8/6 net

UNIVERSITY OF LONDON PRESS LTD.

WARWICK SQUARE

LONDON, E.C.4

Reflections of a Training College Principal

David Jordan

I WENT to Dudley Training College as Principal in September, 1946, accepting the new post with mixed feelings, for London had always been my home and no one relishes being uprooted from familiar and calculable surroundings (especially if it means finding a new house!) I look out from my room in the College, after the lapse of a year, across the stretch of playing fields and the roofs of the villas in the valley to the Keep of the Castle and the wooded, undulating line of the hills on which it stands, and feel few regrets for my removal.

This has been an arduous, exacting year. I had known hard work before but it had been the satisfying labour of school and classroom, of the lecture room, of private research and public meeting—forms of work which carry their own reward with them, their own sense of daily fulfilment and completion. Their very isolation enabled one to complete a task, pause for a breathing space and a time of reflection, and with renewed vigour to look around for the next objective.

The problems I have to attempt to solve now have to be isolated before one can deal with them, but cannot, in fact, be solved in isolation. A growing community very largely dependent on me for a sense of direction and purpose, for the planning of its future physical conditions, for the extension of its educational amenities, for the working out of the daily compromise between what *should* be done and what it is possible to do, for the establishment and maintenance of a real sense of values in work and social living, as well as for food and shelter—here are problems to be isolated and solved daily, but also a continuing problem of which each forms a part. In this kind of situation one learns how true it is that what we must have is a sense of direction, which *can* exist clearly and unmistakably even when the ultimate goal is not known. It is in life, not in the extravagant mental imagery of the study, that philosophy finds its real roots, and the right springs of action are discovered by reflection *on* the job, not when one has retired from it.

At Dudley Training College I

have inherited many of the physical inadequacies described in the McNair Report. The College was built for 100 students over 40 years ago; it will house about 200 students this year, and there have been no additions whatever to the building, although plans are now in hand for extensions.

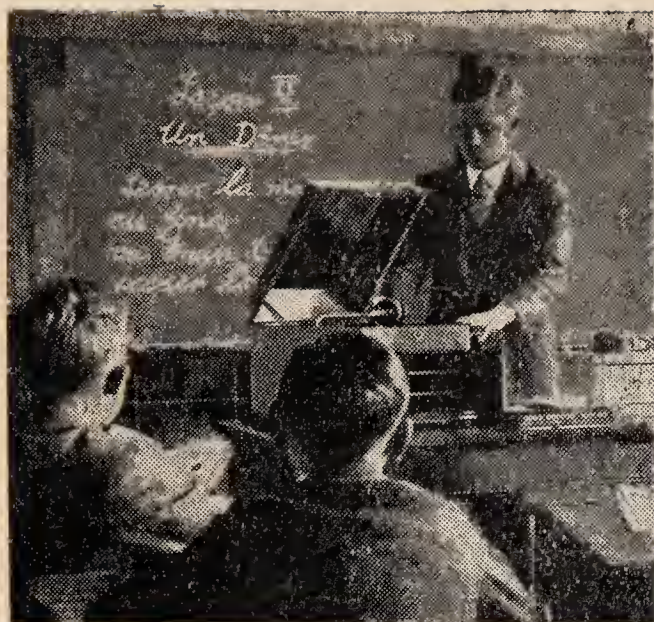
In this somewhat inadequate accommodation the College offers within the Midland Training Colleges Joint Board Regulations a choice of subjects at advanced and ordinary standard which makes possible for the students nearly a hundred different combinations. The difficulty of time-tabling in terms of space alone can well be imagined, even if one thinks in the old terms of lectures and private reading and study. I give these pedestrian but not unimportant details because they show clearly that we need not merely new Emergency Colleges, but some emergency action on behalf of established Colleges which are endeavouring, like many schools, to play an adequate part in educational reconstruction with totally inadequate resources. A short time ago I spoke at an E.N.E.F. meeting on 'The Content of the Curriculum.' In his closing remarks the Chairman alluded to 'the enviable and delightful irresponsibility of the Training College Principals who come along to tell us all the questions we ought to ask'. That is a commonly held but regrettably untenable view of our real state, for in a resident College we are concerned, not merely with curriculum, but perhaps to an even greater extent with coal and coke, cookery and crockery—and everyone knows the difficulty in which these land us all at the present time. While a Principal of a residential Training College is appointed largely on grounds of professional and academic qualifications, he has to be responsible for what is, in fact, a considerable business enterprise. Running a hotel with 150 guests would be considered a job for a specialist; a Training College Principal does this as a sideline to the serious business of teacher-training. Much of the work is delegated, but where the ultimate responsibility is personal, one must be conversant with

Dudley Training College, Worcs.

needs and developments on many sides—and at least I have learned at first hand something of the problems of feeding on rations, of securing food, fuel supplies and domestic labour, and the difficulty of obtaining single-minded co-operation in kitchen, office and staffroom.

In looking back I first reflect on the inadequacy of our physical surroundings, for it becomes increasingly clear to me that the function of the administrator lies in the provision of things rather than the mere manipulation of people. Human situations occur, and human frictions arise within a framework. New educational methods depend as much upon physical amenities as they do upon the nature of persons, and it is both unwise and unfair to assume that intellectual conversion alone is all that is needed. One of the most distressing features of the present time is the progressive stultification of endeavour, the gradual fading of enthusiasm which comes about through the virtual impossibility of making the physical changes which the new situations and ideas demand. Permits, prohibitions, priorities—these are the gods on whom we wait for the 'appointed day', and energies and enthusiasm languish by reason of its long postponement. Doubtless many reasons for delay can be given. But it is difficult not to conclude that emergency training is rather more favoured of the gods than need be and that, along with the raising of the school-leaving age, it appears to have a political as well as an educational significance.

Any educational community is strongly conditioned by its physical environment but it is the relations between persons within it which determine the level of its life. In a co-educational college the relations are more complex and, I believe, more normal than in the single sex colleges which are, unfortunately, the rule in teacher-training. Early in the autumn term the students at Dudley struggled to devise a satisfactory constitution for the Students' Representative Council. They had little experience and tradition in democratic practices,



LINGUAPHONE — a boon to Master and Pupil alike

A Linguaphone Course, by giving unlimited repetition of the language on a carefully graded series of gramophone records, spoken flawlessly by expert natives, is a boon to teachers and pupils alike. The teacher is relieved of much wearisome repetition and the students are taught the language as they learnt their own. Linguaphone provides material for all forms being graded in speech and subject matter.

Accept this Free Trial Offer

Test the records and judge for yourself. The coupon below will bring you a booklet which gives full particulars of Linguaphone and will enable you to have a course free for a week.

Linguaphone Language Records are used in over 11,000 Universities, Colleges and Schools throughout the world.

**LINGUAPHONE
COURSES in 21
Languages**

including

**French, German and
Spanish.**



**LINGUAPHONE
FOR LANGUAGES**

(Dept. F.3)

Name
(Block Caps.)

Address

**To the Linguaphone Institute (Dept. F.3),
Linguaphone House, 207 Regent Street,
London, W.1.**

Please send me, post Free, the Linguaphone
Book. I am interested in the.....
Language for :—

Elementary classes ☐ Adult Group study ☐
Advanced Classes ☐ Private study ☐

(I have/have no gramophone).

but the effort clearly produced a more active personal identification with the College and its purposes, and a greater willingness to accept responsibility.

The great difficulty in a residential college seems to be to establish and maintain human as opposed to purely institutional relationships. The latter, dependent as they are upon an understood regulation, make for ease of running and a minimum of trouble to the staff. The former lead to the consideration of human situations rather than the application of a rule. That is time-absorbing and makes considerable demands upon patience and understanding. My experience suggests that it is abundantly worth while. How should one deal with a lazy man or a thoughtless, inconsiderate woman student; with those who lack any sound standards in work or behaviour; with a homesick student who returns home the day after half-term holiday, or the day student who absents herself because her young man (possibly *one* of her young men) is on embarkation leave? I believe that, whatever difficulties may be entailed, such things must be dealt with on the purely human level, that is the level at which they appear significant to the student. That is the only level on which lasting social education is possible. It is not a system we have to achieve but a way of life we have to establish, one in which each can be certain of each and the regulating forces are the pressures of necessity, the sanctions of sincerity, the compulsions of consideration.

Within the student body in a Training College is to be found a considerable range of ability and attitude. Some students are highly intelligent, adventurous, and intellectually responsive; some are of relatively low ability, negative in outlook and have minds dulled by routine academic work which had fear of failure as its main incentive. They are markedly different too in their standards of value, in literary taste, in social decorum, in their conception of what constitutes the fitness of things. Where social cohesion is difficult, direction from above may seem to provide an easy and safe solution, often apparently justified by the fear that freedom may lead to domination by a noisy and insensitive

minority. But only such direction as is necessary to ensure a functioning democratic structure and a respect for private and public property should be given. The full educational possibilities of each social situation can only be realized for each individual if variety in response is possible. This must mean that the community depends for the level of its life upon the inspiration and guidance of the staff and the commonsense and social awareness of the students, rather than upon rules skilfully framed to provide a minimum of individual variation.

For some years I have advocated the practice of democracy in educational communities and the abolition of personal domination. When one is placed in a position in which the exercise of arbitrary authority is possible it becomes dangerously easy to slip into doing the things one has condemned in others, and to accept what is expedient instead of searching after what is right. The more active one's concern for efficiency and effectiveness the more easy it is to justify the short cut of personal decision and the issuing of directions and to feel that the method of discussion is too slow in producing results. Certainly it would be gravely wrong in the interests of a democratic theory to abrogate the function of leadership. X But leadership seems to be of two main kinds. There is the leadership of an impelling personality who creates willing disciples, obedient followers that cease to think for themselves because all the thinking is done effectively for them. There is also the democratic type of leader who recognizes his function as that of a chairman rather than a director. He must see any particular problem in its total social and educational context, relate immediate needs to long-term policy, keep a balance between personal views and community needs, and be able to state a problem in a way that does not predetermine the answer. I believe, and I have found, that if a real community sense is to be developed on a staff it can only come about when leadership of the democratic type is present. It ought to be possible to have a clear personal point of view which still leaves the right of decision on appropriate and important matters to the staff council. What people have decided

in common they will work for in common. Awkward people will still be awkward, the obstinate and obstructive will still obstruct in some degree, the ineffective will still be tedious, and the insecure will still try to disguise their insecurity through self-assertion in small things—there is no single solvent for human idiosyncrasy; but a group organized purposively does not leave the individuals within it unaffected. We need to study much more closely the pattern of group thinking and the type of organization and situation which turns 'I' into 'we', particularly if we are to live successfully in a more socialized form of economic organization. Social living depends upon attitudes as well as organizations, and we are perhaps in danger of introducing the framework of socialism but leaving the real basis of social living practically unaltered. ✕

As a result of staff discussions several interesting experiments have been undertaken at Dudley. One member of staff, for example, suggested that students during their first school practice were extremely tentative in their approaches to the work, tended to accept uncritically existing practices, and received insufficient supervisory advice and help. It was therefore decided that we should ask each school to receive nine students who should work in groups of three, each group being responsible for a particular class. With this number in a school it was possible to allocate a member of staff to each school for the practice period. Students were asked to make full notes of lessons for which they were responsible, to examine critically the results they achieved, and also to make critical observations on the work of each other as a basis for subsequent discussion. Space does not permit a full evaluation of the results, but the experiment was discussed by the staff in conjunction with the whole student body and also with the Heads of the schools. In general it was felt that this method promoted self-confidence and an experimental approach, and secured real co-operation between the students. It encouraged the objective evaluation of results and in some cases led to effective team work. The Junior Schools welcomed the method more than the Secondary Modern Schools since they were less concerned with work in rigid sub-

ject divisions. Some groups of students achieved quite remarkable results: in one Junior School the children produced a mural painting across the whole of the wall of the school hall, in one Secondary Modern School the nine students staged a most comprehensive exhibition of work done by their classes during the practice and concluded with a concert given for the whole school. Modifications of this arrangement will be made as a result of our experience, but the vitality infused into the work by this method of organization needs to be preserved.

We have also considered together ways of influencing more effectively the schools in our immediate neighbourhood and of preventing the isolation of the college staff from the schools in which our students will eventually teach. It is difficult to devise a method by which the theory of the college can be continuously checked up by reference to experimental data from school work. We are, however, to begin this term a new arrangement which may help in this direction. One afternoon per week the whole college, staff and students, will go

out into the schools and each member of staff will be responsible for a continuous term or year's work with a particular group of children. The students will circulate at appropriate intervals and thus have an opportunity of judging the results achieved in a real school situation by the methods which are advocated in the College. By changing the schools used from time to time we also hope that practising teachers as well as students may be stimulated to think out afresh the essentials of the teaching process.

These are not spectacular experiments, nor do we aim to stage anything of that nature. But they are, I believe, evidence of a real desire to do an effective job in co-operation with each other and with teachers in the schools. Enough is not known of the steady progress made in training techniques in the permanent two-year Training Colleges. This type of experimental work is going on in many places, unadvertised and unpublished. I believe that in such work carried on in a real spirit of co-operation lies the hope of our future.

The **Nation's Livelihood** *Books*

General Editor :

W. J. WESTON, M.A., B.Sc.

These four books provide excellent background material for project and activity work. They could be used as a complete scheme for an activity based on Extractive Industries (i.e., Mining, Agriculture, etc.), Manufacturing Industries, Distribution and Commerce, and the Social Services. Together they present the complete framework of modern life in Great Britain, and they are ideal for use with young people between the ages of 11-15 years.

HIDDEN TREASURE

Britain's Extractive Industries
by H. M. Findlater, M.A. (Cantab.) 2s. 9d.

IN WORKSHOP AND FACTORY

The Manufacturing Industries
by George H. Holroyd, M.A. 3s.

DISTRIBUTING THE GIFTS

Distribution and Commerce
by A. H. Thomas, B.Com. (Lond.) 2s. 6d.

SERVING ONE ANOTHER

The Public Services
by W. J. Weston, M.A., B.Sc. 2s. 6d.

PITMAN

Parker Street · Kingsway · London, W.C.2

Devolution in an Emergency Training College

Margaret Phillips

Principal, Borthwick Training College, London, S.E.

THE experiment here described has now been in progress for nearly two years. It arose partly out of the general conditions of the Emergency Training Scheme, partly out of wider considerations. To take one of the latter first: workers, we are told nowadays, do not always obtain from their work that full personal satisfaction which they have a right to expect from it. This is true not only of repetition workers in industry and clerical workers; it may even be true of members of the professions, and particularly of the teaching profession. There are teachers, one gathers, who fail to find satisfaction in their work because, while opportunities for promotion are necessarily few, they have administrative and organising ability, creative gifts in the fields of social relations and practical affairs, going unused. Can we devise a technique of devolution of authority and co-operation among groups of teachers which will make the experience of being 'overworked and under-used', of 'running on only one or two of my six or eight cylinders', as I have heard it put, less common among teachers?

This is not of course the first time the question has been asked or answered. The Rudolf Steiner Schools claim to have solved the problem as follows:

The leadership of the school rests not with a headmaster but with the whole College of Teachers. They meet every week to discuss both educational and business matters, and different teachers take on different responsibilities The distribution of responsibilities comes about by mutual adjustment. In all cases the final responsibility for the education and for school policy rests with the whole College of Teachers. This method allows for greater variety of outlook and initiative whilst maintaining continuity: it gives freedom to the individual teacher to devote himself to the particular tasks that make the greatest demand on him at any given time.¹

That some such solution should not be impossible on a wider scale is I think suggested by the following striking passage from the

recently published Scottish Report on *Primary Education*:

What is the proper conception of the relationship between a headmaster and the rest of the staff? Certainly not that of a dictatorship. The members of a school staff, speaking generally, are all of a certain order of intelligence and of similar training; some may have academic distinctions superior to those of the headmaster. It is extremely unlikely, in a staff of any size, that the headmaster will have gifts and capacities superior in every respect to those of every member of his staff. It is moreover desirable that the reign of law, understood and accepted, rather than individual whim should prevail inside a school as in the world outside. But the most cogent reason of all is that the school is engaged upon what is essentially a spiritual enterprise. The domination of a school by one individual is incompatible with the self-respect and psychological freedom that every teacher requires if she is to develop the characters of her pupils in an atmosphere that is cheerful and without fear.

Primary Education
(par. 331, p. 81-2).

PASSING for a moment to the particular conditions out of which the experiment arose, an Emergency Training College seems both to offer an opportunity of experiment along the line of devolution of authority and to call urgently for it. Much internal freedom—for which they can never be sufficiently grateful—is given to Emergency Colleges by the terms of their establishment. Their organisation, administrative machine, curriculum, pattern of living, are their own to create; (we ourselves started with a shell of a building, a handful of official suggestions and a score of people who had never met before). Where so much has to be done in so little time it is vital to discover and enlist not only the formally attested capacities but also the diverse hidden talents which members of the team may prove to possess. Further, many members of the staffs of such colleges have already held responsible posts. Therefore their work must be experienced by them as a step forward in scope, responsibility

and satisfaction, rather than backward.

Behind this practical situation there looms, for the present writer, a further more theoretic question. 'No muddle, no democracy', said the sociologist Otto Neurath; 'no democracy, no victory.' Is this necessarily true? Or is it possible, at any rate in a small institution, to take the muddle out of democracy and still be victorious?

The above considerations led to the setting up at Borthwick, from the outset, of two types of meeting:

(1) Full staff conference, which met daily during the preliminary planning period before the students arrived, two or three times a week in the early months, and weekly after that. This conference was responsible for the general shaping of college policy, for planning the curriculum and for creating the framework within which we were to work and live. (2) small committees, which for reasons which will appear shortly we called panels. These took over the preliminary working out, or the further development of particular aspects of policy as they emerged. In the early weeks, when we had only one room in which to meet while the rest of the building was in the hands of the contractors, full conference in this one room would be followed by panels which met over lunch tables at a neighbouring pub, coming together again in full staff meeting in the afternoon.

From this organization arose one characteristic feature of our staff conference. Much of its time is occupied in receiving and discussing the reports of the panels, which in their turn draw from it the material and the impetus to renewed activities. In practice we find that the relation of panel to staff meeting is of more than one kind—the panel may collect and present to staff meeting the material on which policy is to be based; or it may prepare and present a preliminary formulation of policy; or it may implement, or work out in detail, a policy whose broad outlines have already been laid down by staff meeting—any or all of these.

The panels were, as we came later to realize, of three different types:

i. Some of them were 'subject' committees concerned with the various aspects of the curri-

¹ From *Rudolf Steiner's Art of Education* by L. F. E. Edmunds

culum. All tutors concerned in teaching the subjects were *ex-officio* members of each subject panel. The panel's work was to discuss its aims and approach to the subject, to frame a syllabus, draw up a list of recommended books, organize the work and apply to staff meeting for an allocation of timetable time. Examples of such panels are thus concerned with Education,¹ English, Basic Mathematics, Health Education, Science, Art and Craft.

ii. Panels concerned with various aspects of college life. Anyone interested volunteered for membership of these, and as time went on student members were co-opted. Such are the panels formed to run a Morning Service, to organize the College's musical activities, to care for outdoor and indoor amenities—(courtyard and garden, pictures and flowers, supplementary furnishing, the redecoration of rooms). Of the same type are the *ad hoc* panels which spring up to meet emergencies, or to

organize particular events such as the staff party to the children of married students and domestic staff, Open Day, and the reception of parties of special visitors.

iii. Panels which take over certain administrative responsibilities. Here though membership is again voluntary a certain expertise is desirable. Thus we have found it useful to have a mathematician on the panel of four which makes the timetable; a psychologist, a headmistress with experience of school record cards, and someone with experience of external examining on the panel which plans the form in which records of students' progress and attainment are to be kept. Other important panels in this group are concerned with After Care of students—and particularly their Further Course of Study, and with their first appointments to schools.

The reason for calling these groups panels rather than committees may now appear. Membership, where not *ex officio*, is voluntary. Numbers are limited only by practical convenience, the difficulty of meeting given a full college time-

table, a large panel, and members needed simultaneously by other panels being a very real one. Organization is informal. There is no chairman, but a convener who calls meetings, makes agenda and sees that the panel's findings are reported to staff conference. In the panel deliberations as in full conference, all members are on an equal footing.

All panels are free to increase or decrease their membership, to split, merge, form sub-panels, lie dormant, die, and spring up anew. Functions once discharged by panels may pass to individuals or revert to main staff meeting. All these possibilities have occurred, and our list of panels is constantly under revision. Nevertheless though the nature of the panels changes, their number, about twenty, tends to remain stable. Meetings which in the early days were very frequent have tended as time goes on to be regularized. At the time of writing joint meetings of two panels which have discovered a common concern are becoming more common.

Since in practice each tutor is a member of from two to six panels, each panel interlocks usefully

¹ Speaking strictly the Education panel is *sui generis*, as it also performs administrative functions.

Freedom and Organisation

BRONISLAW MALINOWSKI

Malinowski, known as "one of the four greatest minds to-day," here enquires exhaustively and objectively into the nature of freedom and its essential privileges and limitations. It is a brilliantly-reasoned and eloquent analysis of the factors that compose modern society. 16s. net

A True-Born Englishman

Being a Life of Henry Fielding

M. P. WILLCOCKS

A full life and a critical assessment of Fielding as a novelist, dramatist, journalist and the magistrate grappling with vice. The large-hearted, generous humourist and the satirist is portrayed against the political and social background of his age. 15s. net

Illustrated.

through its personnel with other aspects of the college organization.

We now ask—how far has this organization achieved the objectives originally outlined? Or more accurately perhaps—how far can such success as we have achieved in these directions be attributed to this organization? The experiment cannot be a controlled one. One other factor at least—our deliberate attempt to build a college community—is in the writer's opinion also involved. But with these provisos the following may be considered evidence:

1. Visitors have often commented on the complexity and smooth running of the organization set up and the amount of ground covered in a short space of time, wondering how it was accomplished. One who came three months after our opening wrote afterwards:

'I felt there were dozens of growing points and all of them growing vigorously. Another impression I had was of tremendous zest and go that was not being infected from outside but being liberated from within and fertilized . . .'

2. Students, who have been asked at intervals throughout the Course for suggestions and criticisms, have commented on 'the democratic and co-operative spirit which, emanating from the staff, pervades the college'; 'the way in which differences are dissolved'; 'the feeling of freedom and of working together'; 'the wonderful feats of organization accomplished'; the 'admirable flexibility', the 'excellent planning'; the 'wide variety of interests and activities catered for'.

3. College Council (consisting of nineteen student representatives and two staff) has since the beginning of this second course and on the recommendation of its predecessors also adopted the technique of work in small groups.

BUT since one of the prime objects of the experiment was satisfaction for the staff, perhaps the most important evidence comes from the staff itself. First and foremost, we are as a staff still intact. Further, letters received from tutors on vacation have commented on the 'deep pleasure and satisfaction we feel in our work';

the 'fun, good fellowship and sense of adventure of this past year'; the 'sense of organic design'. During a recent review in staff conference of the working of the system further evidence of this type was spontaneously offered, and, at my request written down. Extracts from it are given below. They, it will be noted, reinforce the suggestion above that the type of satisfaction experienced by the staff has in its turn been extended to the students. Perhaps those whose own needs have been met can best meet the needs of others.

'Many of us have had the satisfaction of taking in hand matters which had not hitherto been our direct concern. At the first staff meeting we were almost startled and certainly moved and pleased at our Principal's belief in a kind of democracy unfamiliar to most of us. To be invited to share on an equal footing in the building of college policy made us feel that we had become of greater value; and stimulated us to join in discussions fully and frankly. Though our all being new together contributed to our equal footing, the most important factor was the Principal's attitude, appreciative of our ideas and encouraging to everyone, observant of us as individuals and constantly endeavouring to give us the opportunity of using our various talents.'—O.C.

'This democratic way of working in small and larger groups has the inestimable advantage of making every member of the staff feel that she has a definite part to play. The discussion of every aspect of education means a continual flow of ideas, a stimulatory interaction of minds. This was most evident when the staff were new to each other. Varied experience meant various points of view.'—A.W.

'To the individual member of staff, the system can be an inspiration and a challenge. On the majority of school and college staffs, the indolent can take refuge in imposed authority, whether it be that of "head" or "head of department"—and get away with passive obedience; it would be less easy to adopt such an attitude with group planning. To most people the scheme is a stimulus to do their best; while the chance for a group of four or five to get into a quiet corner and argue over a new idea *can* mean that an original and valuable experiment in education will be tried out.'—A.C.

'The chief values of the system are psychological. It not only shares responsibility, but it distributes a feeling of power and purpose.

It gives full scope to initiative and versatility which react upon the college as a whole, and offers sanction to the enterprise of every individual student. Moreover, because authority is vested in groups, aggression and conflict are worked out within the panel discussions instead of being, as in so many cases, directed against the Principal or the maker of the timetable, or one group or clique on the staff. Thus the staff room becomes less of a gossip shop and more of a professional arena. Once the expression of grievances is welcomed as a formative factor than a reconciliation of discordant elements can take place through discussion, resulting in changed or modified policy; and in this way a more imaginative conception of community life results.'—M.L.H.

THIS general approval of the experiment needs however to be qualified. In the recent review by the staff already referred to, the relevance of the method to educational institutions other than our own was naturally present in the minds of tutors seconded from other posts. Several possible dangers suggested themselves, including the following:

1. Difficulty may arise where a large number of people feel a keen interest in a particular panel. The problem may be solved in several ways. It has arisen in our own case in connection with the timetable panel, where there is keen competition to serve, and with the After-Care panel in which everyone is interested. We propose to apply a rota in the first case, and in the second to discuss After-Care policy in full staff conference, leaving only administrative and executive work to the panel. The Morning Service panel also proved large and unwieldy once students were co-opted; in this case we appointed a central organizing panel which meets frequently, the main panel at longer intervals.

2. Subject panels in particular may be composed of people with different experience and opposing views. What is to happen if no compromise can be reached? The answers suggested by our own experience are:—

(a) the panel may bring the matter to the whole staff for discussion;

(b) the panel may agree to

The Psycho-Analytical Approach to Juvenile Delinquency Theory, Case Studies, Treatment

KATE FRIEDLANDER, M.D.

"A brilliant account of a vital part of a subject which will be read with interest by the expert and the layman, and should do much to clear up the haziness which surrounds the topic."—*Times Educational Supplement*.

"Dr. Friedlander has produced something in the order of a masterpiece. Her outline of the psycho-analytic theory of social adjustment could scarcely be better."—*The Listener*. 18s. net.

Gods and Heroes—Myths and Epics of Ancient Greece

GUSTAV SCHWAB

The first translation into English of the author's *Die Sagen des Klassischen Altertums*. A re-telling in prose of the Greek myths and legends, it brings all the sources together into one harmonious whole, weaving a rich tapestry that gives continuity and drama to the Greek classical literature.

With 100 illustrations from Greek vase paintings. 30s. net.

Looking at Paintings

MICHAEL ROTHENSTEIN

This book is written to help young students and the general reader to a just appreciation of paintings. Twenty representative contemporary English pictures are reproduced in colour on the right-hand pages; the author's commentary and appraisal appears on the left-hand pages. There are also technical notes and pertinent excerpts from the writings of the artists themselves.

"An expert and sensitive commentary."—*Sunday Times*.

"A genuine aid to appreciation."—*Times Educational Supplement*.

20 Illustrations in colour. 8s. 6d. net.

ROUTLEDGE KEGAN PAUL

differ—but with the great advantage that each member knows the mind of every other;

- (c) disagreement may concern not the objective but the means to it; in this case there can be agreement to differ and variety of method.

One further possible solution, a synthesis of points of view, we have not yet fully achieved. But that this is in principle not impossible is suggested by our general awareness of having learnt so much already from working together. But the need for the synthesis to go a good deal further in our case than it has gone yet is already felt by some of us. One tutor suggests that most differences which arise are fundamentally differences in philosophy, and that our next task is to discover whether, by free and frank discussion on an objective plane we cannot reach a common, consciously formulated philosophy of Education.

3. This leads on to the next felt difficulty. The system ap-

pears to need for its successful working certain relevant qualities in the tutors and more particularly in the Principal. The desiderata are not matters of age and experience—the young, the shy and the inarticulate might, one feels find themselves in the panels more easily than on a conventionally constituted staff—nor yet of professional qualifications. They are rather certain character qualities. Suggestions as to what qualities are relevant in our own scheme are contained in the four comments by individual tutors which follow:

'The personal factor is fundamental to the success of group discussions. There has been a tremendous willingness to see other points of view, to co-operate even at the expense of one's own convictions, to be loyal to the whole community. This has been the key to success. Without this spirit there may be grit in the wheels.'—A.W.

'The panel system is not a form of government to be indiscriminately adopted. Given a staff composed of mature individuals who are willing to make democratic government a reality, and who have a common cause so much at heart

that they are willing to surrender narrow loyalties and possibly prestige; and given, too, a Principal who will allow the staff to share her responsibilities, and therefore her power, and who will exercise the restraint necessary to stand aside when self-abnegation is not easy, this method uses everyone's experience to the maximum.'—O.M.

'Can the panel system succeed with any school or college community, or are certain conditions necessary? Can the head of average mental ability but with integrity of purpose, succeed, given a staff of mediocre attainments and varying degrees of unselfishness and idealism? This is a question which is bound to be asked by any interested in our own results; I think character will be found to exert a stronger influence than intellectual brilliance.'—A.C.

'The position of the Principal is the key to the whole system, for if she uses the panels as a means of presenting her with interesting material for her own policies, the freedom granted for discussion is not a real one; but if she uses her own direction merely as a means of discovering trends and opinions and has the courage to subordinate her own views to the emerging collective policy of the staff, the freedom is real.'—M.L.H.

In connection with the selection of staff for our own experiment it is probably highly relevant that in the earliest days of the Emergency Training Scheme Principals of Colleges were selected by senior officials of the Ministry of Education and that the appointment of tutors was then the responsibility of His Majesty's Inspector for the Division

in which each Principal was to operate. My own Divisional Inspector wrote to me: 'I am quite clear that you must be consulted about this from the beginning.' It is possible in fact that where a Principal has a policy to put into operation its success is more dependent upon her having some say in the selection of staff than on

any other single factor,—perhaps even more so when such policy is bound up in the two principles of collective framing of policy and the right of free speech.

With this proviso then it seems that our experiment is one to be continued, as justified by its results to date and likely to be productive of further developments in future.

Why I Teach Sociology in a German Training College

Dr. Karl Abraham

Lecturer in Sociology, Pedagogical Institute, Solingen

THE collapse of Germany in 1945 has forced us to think deeply about the problems of reconstruction. It is undesirable, and indeed impossible, to continue where we left off in 1933; instead we should examine why and how it was possible that National Socialism could come to power. The phenomenon of groups professing scientifically untenable and economically unsound ideas is not limited to Germany, yet here it achieved governmental (executive) power.

In order to avoid a repetition of the spread of fallacious ideas, however much they may flatter the primitive need for power and the self-importance of the individual, we must ensure a clear understanding of the relation and the essence of State and Society, an understanding with which every teacher should be well equipped. The following example of the training of teachers of technical schools¹ in North-Rhine Westphalia shows how these basic ideas are integrated into the curriculum.

In 1946 a new institute was opened for the training of technical teachers, the Pedagogical Institute in Solingen. The curriculum, as well as the conditions for the enrolment of trainees, were completely revised. Each student was expected to have passed his technical training and most had, in fact, taken a degree in engineering. During the two-year course educational subjects, philosophy, and

psychology play an important part. The new subjects added are sociology, economics, administration and management, and law.

The aspiring teacher must recognize the nature of sociological relationships, facts which make human beings members of one society, and he must be aware of the existence and the power of all groups which form that society, the political parties, the trade unions, and the churches. A study of history should make for better understanding of our present institutions. Equally the teacher should gain an insight into the problems of youth in industry so that all whose fathers were neither workers nor employees should know the problems of the working class.

The theoretical aspects of sociology must be studied and understood far more deeply than has hitherto been the case. Plato's and Aristotle's saying that man is naturally a social being has often been quoted and misrepresented. It has been said to mean that the individual has no value whatever and that only as a member of society has he any right to exist; National Socialism carried this to its logical conclusion by making every citizen a slave of the state. It has become the task of the sociologist to substitute a proper interpretation demonstrating the value of the individual and of personal liberty.

But apart from general theoretical questions, the study of sociology must be adapted to meet the many problems of youth in industry. When we realize that in ancient Greece and in Rome physical work was deemed to be below the status of free man, when we look back to antiquity and thence to the Middle Ages and compare them with our day, we shall at once recognize the changes which the performance of physical work has

undergone. Classical man did not perform professional work in order to earn his living. The personal relationship of the individual to his work grew during the Middle Ages when Christian philosophy raised physical work to value and dignity, with the natural outcome of a society based on the Guilds. The decay of the Guild system brought about through a changing economic order at the close of the Middle Ages, the influence of the Renaissance and Humanism with their revival of antique philosophy, brought manual labour once again into disrepute. During the last 150 years the philosophy of modern man has changed again, and new ideas about society take shape. Physical or professional work is regarded as a meaningful part of natural living. And more, the strength of modern society depends on the proper organization of all work. This is the fundamental justification of the trade union movement. The conclusion is evident: the technical teacher must understand and be able to convey to his pupils, the content and the status of all industrial activity.

The problems discussed in our course at Solingen are not limited by national boundaries, indeed European economic thought is everywhere in flux. The student of sociology cannot limit himself to the problems of his own people. He is forced to think in terms of Western culture, with due regard to developments in Asia as well. The objective will have to be to make the broad masses of the working classes recognize their position as fully respected and responsible members of society. If our teachers, now being trained, will grasp that task, the inclusion of sociology as part of their education in the Pedagogical Institute in Solingen will have been fully justified.

¹ According to existing legislation in Germany, every boy and girl who has not had a secondary education is obliged to attend for one full day a week a technical school or institute until the age of 18. These schools are supported by the boroughs and work in conjunction with trade unions and employers' federations; instruction takes place during the day. Men and women teachers, called 'Gewerbelehrer' or 'Handelslehrer', teach technical or commercial subjects. In England the classes for apprentices in technical schools are the nearest equivalent, also the day continuation schools. The County Colleges, to be started in 1948, will have much in common with the German technical schools.—*Trs.*

Some Problems of Modern Parenthood

Bardie Hay

Housewife and Doctor

WE live in a basement flat with two rooms. There are three of us: our son is eighteen months old. The rent, because we had to take a carpet, a chair, a cooker and a water heater (which put the flat into the 'furnished' category) absorbs one-third of our income (our mothers used to allow about one-tenth for rent). Our tastes include books, gramophone and pictures. We are doing work in which we believe and are interested, but our income is small. We are, in fact, that common mixture of generously educated background with a foreground of near poverty. Our assets are largely in the past: how are we to carry them into the future for our children? It is a common problem nowadays: the London square in which we live is peopled with similar families.

Some standards must, we feel, be maintained. We must try to keep a little leisure (for the Third Programme or Tommy Handley, for the occasional entertainment of friends, for the theatre or the ballet every two months or so, for reading, and even for talking to each other); and we must somehow keep in touch with what is going on in the world in which we live and on which we ultimately depend.

As parents, why do we want all this, and what do we want it for? We may well wonder whether we are really, as it often seems, merely living from hand to mouth, or whether we are feeling our way towards the sort of future we want for our child. If so, does that colour the daily business of the child's life and his relationships with us and with others?

This is not just idle speculation. Inevitably, in the kind of life we and so many parents lead at present, the less vital things go by the board. Many of them we can resume later: some of them we shall by then no longer want. I am thinking partly of jobs we might have accepted, leaving baby and home to what would have been the fairly haphazard care of others. I am thinking, too, of polished furniture, renovated upholstery and curtains, spotless carpets; of more varied meals; of clothes regularly mended and cleaned and brought up to date—all perhaps small things

in themselves, but all achieved by the expenditure not so much of money as of leisure and energy which at present we need for things more essential to the three of us.

What are these essentials, and why do we attach so much importance to them?

We have often discussed what we want most for our child, and how we should like to equip him for the very problematical future. So long as he can grow and function vigorously and collectedly, responsible for himself and able to take responsibility in his environment, we shall not ask for much more. We hope that he will keep his child's sense of wonder and of humour, and his ability to play, that he will not lose his present responsiveness, and that circumstances will not force him into a pattern for which he is not suited. We know that the first few years of his life are vital. Later, others will have a hand in his upbringing, but what they can do for him will be conditioned largely by what we have given him and allowed him to give us during these first years.

Susan Isaacs, in an article in *The New Era* last November, wrote on 'The Essential Needs of Children': her list is the best I know. Affection headed it, allied to security of background and a mild, firm, loving control. A share in the activities of the household, opportunity to experiment freely with stimulating materials, companionship with other children and contacts with the world and people outside the home, completed these essentials.

Every parent knows how difficult it is to provide these under modern conditions, though they seem on paper obvious and simple. Every family has to solve the problems in its own way. Affection comes easily: loving that is neither too possessive nor over-solicitous is a rare achievement. Nor is security as simple as all that, since it means, among other things, little or no chopping or changing, appearing and disappearing, of the important people in the child's life. We were lucky here, as in many other ways, because although we have had no domestic help, we have been able since the baby was weaned to arrange our working hours so that

one of us was always at home. So he cannot yet know much about the meaning of anxiety over absent parents, or over the disappearance of a beloved nanny.

Love and security, then, have been our first targets. If we can companion him in these first two or three years, avoiding as far as possible hesitations between this course and that, which would inevitably convey themselves to him in the form of anxiety, then later we can give ourselves more scope, knowing that he has his background of security for life.

'Mild, firm, loving control' is in practice difficult enough. The child needs opportunity for experiment and self-expression, while parents and their property (and the property of friends!) need protection. Our son has one of our two rooms as a nursery, where he can make what mess he likes, and he also—luckily—has the use of the garden. In our room, which has in consequence to be disfigured by a bed, he is restricted to a reasonable extent.

Although Susan Isaacs did not mention feeding or cleanliness specifically in that article, they are both closely related to her main thesis—a real concern for the child's feelings, irrespective of adult standards. Ruth Thomas suggests that when the child is about a year old one should begin to introduce the pot. We probably left it just too late, so that we shall have to put up with nappies, which are socially a nuisance as well as a bother at home, until his own discomforts and his observance of other children make him prefer the pot.

But the most important results have been achieved. He is not over-interested in dirt or excreta and he has few food fads. If earlier potting had lost us these advantages, as it might possibly have done, it would not have been worth while. Feeding, for example, is awkward enough nowadays without any added faddiness. We have acted in the belief that if you let the small child feed himself as soon as he wants to, however much mess he makes, you will have far less trouble about food later on. It would be delightful to take a spotlessly clean and tidy eater out

to tea, but we shall have to postpone that pleasure.

So far, fairly good. The next step ought to be nursery school or its equivalent, and later, school proper. We, his parents, have played the major rôle in his life so far, because we were able to and we believed that that was the best we could give him. Now we are considering how to introduce him more fully to the outside world. He is sure of us: his other friends have not yet let him down, and he welcomes a day with them, while he is glad to come home at night. He seems now to be ready to spend much more time away from home and parents.

We must first find out what services the community offers to children, which of these we wish to utilize, and where we can help in our own locality to extend and improve those services by taking an interest in them. We want to know more about the child welfare clinics, the child guidance service, the nurseries and nursery schools, and—for later on—the local schools and their medical services and schemes for vocational guidance.

Nursery School is our family's immediate concern. There are only twelve L.C.C. Nursery Schools in the whole of London, and all of these are in working-class areas: there is none in our district (nor are there any suitable private ones). There are not nearly enough State Nursery Schools in England to cater for the demand, and immediate prospects of improvement are poor, owing partly to shortage of teachers, partly to lack of suitable premises. What schools there are, come under the aegis of the Education Authorities, and are staffed by fully-qualified teachers, but they are too few and tend to be overcrowded and understaffed.

Day Nurseries are in the same position. These, under the Ministry of Health and the Welfare Authorities, came into their own during the war when so many mothers had to work, and they take charge of children from one month to five years. They were each in the charge of a fully-trained hospital nurse, but from an educational point of view they were largely staffed by untrained or only partly-trained women, for whom a short Child Care Reserve Course was available in some areas. They were not entitled to a fully-trained

Nursery School teacher. In 1944, the immediate war demand slowing down, it was decided that the Day Nurseries should gradually be absorbed by the Education Authorities and turned into properly staffed Nursery Schools; but the demand for the Day Nursery for the babies has been maintained, while personnel and building difficulties have made it impossible so far to complete the change-over. There are still many Day Nurseries, but they are too few and it is extremely difficult to obtain a vacancy. Some are excellent, with good premises and adequate staff; some, through no fault of their own, are desperately over-crowded, so that 'minders' are kept constantly on the run, feeding, potting, changing and cleaning-up, with no time for the important 'mothering'.

This will not be news to many parents, who will have tried to find a vacancy for their own children in either Day Nursery or Nursery School; but it is a little disheartening. I think I have already made it clear that I am not in favour of putting babies into Day Nurseries unless the mother *has* to go out to work for some reason, and cannot even leave the baby at home with a substitute for herself. But Nursery School is a different matter. Though many children under three will not suffer much by being in the company of adults for most of their waking hours, later it does become really necessary for the majority of them, especially the 'only child', to have companions of more or less their own age. This is quite apart from the mother's own desire not to be always tied to her child's pinafore strings.

The situation forces us to think about the whole problem of the toddlers, from about two-and-a-half to five years old, when they must go to school proper. So far the need for women workers has created the demand for Nursery Schools and the supply, however inadequate, is in the districts where the workers live. Districts less fortunate in this respect, such as our own, will have to wait. It is apparently useless for mothers to ask (as by the 1944 Act they are entitled to do) for new schools to be opened, because there is a very serious lack of trained teachers for nursery, infant and junior school work. If we demand teachers for our toddlers, then at five they may be

plunged into an over-crowded class with inadequate staff. This would be cruelty to the children, and the only alternative is to look after them ourselves, and to stress, whenever we can, the need for the immediate training of an adequate number of infant and nursery teachers, and the provision of accommodation. The fact that the birth-rate has been increasing steadily during the past three or four years (temporary though this post-war increase probably is) will strengthen our case.

Most middle-class and professional mothers, then, have to face the fact that the community is at present unable to help them here. Mothers who know that their services as professional women are needed by the country—which also desperately needs children—must compromise, and improvise, and this they are clearly doing already. Numerous small unofficial nurseries and nursery schools are springing up, often as the result of initiative on the part of mothers themselves, sometimes as a profit-making arrangement by qualified or unqualified persons. These improvisations serve the dual purpose of providing the children with companions and various outlets which they would not have at home, and of leaving mothers free for part of the time, during which they can work at their professions if they wish. Such unofficial 'schools' were in any case inevitable, the need is so great.

In our own square, there are at least four such arrangements, catering for different age-groups, and on the whole they work very well, though to my mind they are at best a poor substitute for the Nursery School proper. One mother, who is paid by the afternoon, takes six or seven children between three and four for walks every day, to the swings in the park or down to the river. She has a ramshackle pram in which they take turns to ride when they are tired. If it rains, they play under her supervision in a big room belonging to one of the families. Someone else has a group of about a dozen four-year-olds in the mornings: she has a warmed garage which is well equipped with the right play materials, and the parents share the cost of heating and of a teacher to supervise the children. Three other babies, my own included, to bridge the period

PRACTICAL BOOK-KEEPING

FOR ELEMENTARY AND
INTERMEDIATE STUDENTS

BY

A. H. WINTERBURN, F.C.I.S.

Commercial Master, Clerk to the Governors, and Secretary of Hymers College, Hull. Lecturer on Book-keeping, Commerce, etc., under the Hull Education Committee, at the Hull College of Commerce.

NEW AND REVISED EDITION.

Crown 8vo, 408 pages, bound in full cloth.

Price 5/6 net, or post free 6/1 net.

Business says "For elementary and intermediate students, this is a valuable book . . ."
The Teachers' World says " . . . The author knows his subject and has an enviable gift of lucid statement."

A. BROWN & SONS, LTD.
32 BROOKE STREET, LONDON, E.C.1

before nursery school, spend the mornings with me in a lovely nursery belonging to one child, or out in the pram or the square: the oldest is two-and-a-half.

These are feasible schemes. Mothers all over the place must be working out modifications on much the same lines. But there are some things that must be remembered and a few minimum requirements that should be satisfied.

For the toddlers, say between one-plus and two-and-a-half, the best results seem—understandably—to come from security achieved by continuity, both of place and of grown-up supervision. The children are then used to their surroundings, they know what their particular adult is likely to allow them to do, and there is no anxiety attached to their play. The grown-up is there all the time, for comfort and safety, for pots and orange juice. But if she is wise, she will interfere as little as possible in what is going on, will reply to 'draw tick-tock!' with 'you draw it!' and will confine herself to being usually just an affectionate background, with a careful eye on warmth, fresh air, rest when the children need it, and the early signs of illness. She will try to ensure that they have enough room, with walls that may be scribbled on, and furniture that will not be damaged if they climb on it. She will see that they have constructive toys, such as bricks and wooden squares with holes into which pegs are stuck, paper and

chalks, and if possible a sand-pit with water in the garden. Plasticine is much too stiff for them at that age, but soft clay, dough, and damp sand are appropriate materials, and they like engines and barrows and carts and prams to push and pull, and a doll or two.

Perhaps it is worth saying here that these younger ones should not be away from their parents for too long each day. A morning or an afternoon session seems to be satisfactory.

For older children of nursery-school age any substitute for the Nursery School proper should be carefully selected, if we want to do more good than harm. It should approximate as nearly as possible (though this is asking a very great deal) to conditions in the best of the existing State Schools. These have been described so often and so excellently in *The New Era* as elsewhere¹ that there is no point in taking up space for description here. But it is worth remembering that most unofficial nurseries or nursery schools have no regular supervision either by the Health or the Education Authorities, so that parents will have to help to keep the standards as high as possible. We have plenty of literature to guide us,² and whether we create, or avail ourselves of, local arrangements for our children, or have to manage as best we can at home, it is well worth while finding out what they would be gaining from a good Nursery School if they could join one, and therefore what we might aim at providing for them ourselves. It does us no harm to get a new angle on the household problems: it refreshes us, and it is bound to help the children if only we can keep a sense of proportion!

Our immediate problem of the nursery school child provides an interesting illustration of what co-operation between home and school can mean. Not only can mothers learn what years of observation and research have taught the educationist about young

children's needs; they can, if they have interest, time and patience enough, supplement this mass of knowledge by taking accurate notes on their own children's behaviour and speech in home surroundings. For obvious reasons, this has far too rarely been done, and the few records we have are becoming dog-eared in use. No observations are unimportant, provided that they are reasonably objective (only parents who have tried this know how difficult objectivity can be!) collected over a period of time and with some indication of the circumstances in which the child functions at the time of the records.

For example, Susan Isaacs discusses, in 'The Nursery Years',³ the question of age-norms of development, what the average child is able to do and what he needs at various ages. She says: 'Much research is yet needed however, . . . directly on the norms of development themselves. There are many things still to be studied about the growth of skill and the development of speech . . . Parents could, in fact, here be of the greatest assistance to psychological and educational science, by keeping exact and full records of the development of their own children in all these respects.'

³ George Routledge & Sons, Ltd., 3/-.

This article prefaces the December number of *The New Era* which will consist of five papers prepared by *The Nursery School Association of Great Britain* for parents, social workers and others interested in the psychological care of young children, under the general heading:—

THE UNDERSTANDING OF YOUNG CHILDREN

GETTING TO KNOW YOUR BABY

Dr. D. W. Winnicott, M.A., F.R.C.P.

SPONTANEITY AND CONTROL

Dr. Emanuel Miller, M.A., F.R.C.P.,
D.P.M.]

LOVING AND HATING

Miss Ruth Thomas—Educational Psychologist, National Association for Mental Health.

IMAGINATION AND PLAY

Mrs. E. M. Balint—Educational Psychologist.

LEARNING AND TEACHING IN HOME AND SCHOOL

Miss D. E. M. Gardner, M.A., Head of the Dept. of Child Development, Institute of Education, University of London.

¹*New Era*, Vol. 18, pp. 183-9; Vol. 19, pp. 298-314; Vol. 20, p. 40; Vol. 21, p. 255; Vol. 22, p. 150; Vol. 26, p. 116.

²e.g., Nursery School Association leaflets, obtainable from the Secretary, N.S.A., 1 Park Crescent, W.1; those issued by the Home and School Council, 109 Fulham Palace Road, W.6; and the National Council for Mental Health, 39 Queen Anne Street, W.1.

Why Pictures Help: No. 3

BEACON ARITHMETICS for Juniors

Pictures were once comparatively unknown in schools as a teaching aid. When, in the seventeenth century, they were introduced into schoolbooks, they were hailed as a great innovation. To-day they play many parts in schoolbooks. They may be purely ornamental, or chiefly functional, actually forming part of the subject matter or clarifying and interpreting it. A series of notes, which will appear from time to time in the advertisement pages of this journal, will indicate the place and purpose of pictures in certain school courses published by Ginn and Company Ltd.

MAKING ARITHMETIC INTERESTING

Many illustrations to the Beacon Arithmetics are, first and last, a decoration, the gilt on the gingerbread. They, like the revolutionary type arrangement, are designed to make junior pupils feel that arithmetic can be as interesting as reading. In the preliminary Number Reader and the first four parts of the course, the pictures are in colour, and in all the books they do a great deal to enliven the text. Here is an illustration



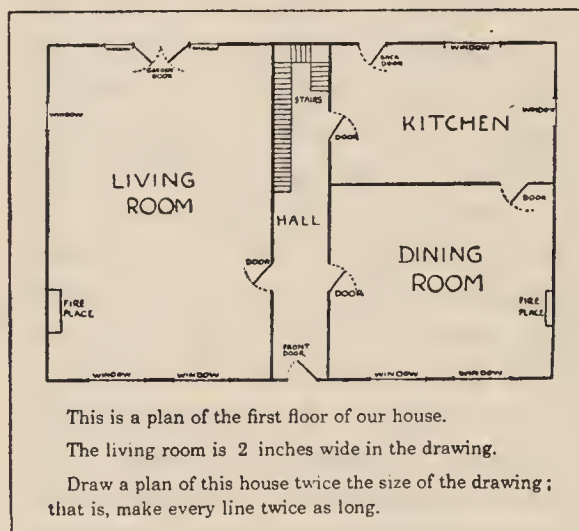
Jack went for his holiday to the seaside. One day he saw a steamer. A sailor told him that 47 people came off the steamer. "There were 235 people on it when it arrived," said the sailor. "Do you know how to find out how many are left?"

(the original, of course, coloured and much bigger) from Book Two, Part One, showing the purely decorative aspect.

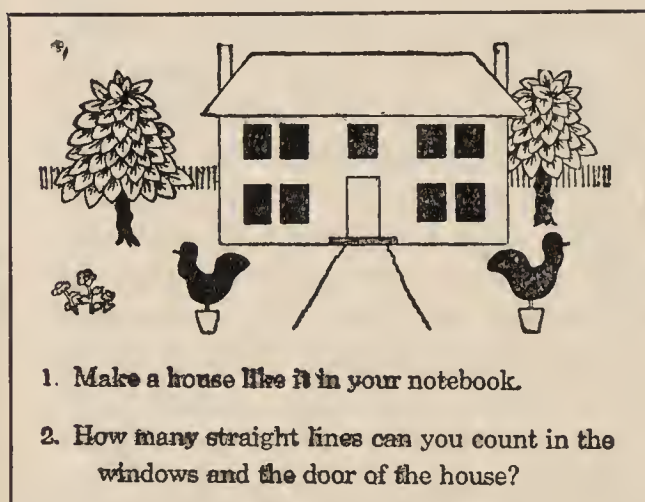
INTERPRETING THE TEXT

As well as enlivening the text, some of the pictures interpret it and may even form part of the subject matter. Diagrammatic illustrations and pure diagrams are used throughout the course, both to interpret the text (No. 3 above) and as a separate section of the subject. Graphs, plans (No. 1 above), "spatial knowledge" (No. 2) are an integral part of this junior school series.

SPECIMEN PAGES



No. 1



No. 2

Lesson 7 *About fractions*

There are lights in the windows of $\frac{1}{3}$ of this row of houses.

Six windows are lighted. How many windows are there in all?

We can find the answer by multiplying.

The answer is 18 (3 times 6).

Here is the same question put in another way.

$\frac{1}{3}$ of what number is 6?

The answer is 18 (3 times 6).

No. 3

FREE to Teachers :

To GINN AND COMPANY LTD.
7 QUEEN SQUARE, W.C.1.

Please send me a booklet of Survey Tests (published at 1s.) for Book One and Two of the Beacon Arithmetics.

Name

School Address.....

.....

.....

N.E.

Lesson 23

Fractions of fractions

Here is a plan I have drawn of our vegetable garden. As you can see, we are growing potatoes in $\frac{1}{2}$ of it, and cabbages and sprouts in $\frac{1}{4}$ of it. That leaves $\frac{1}{4}$ empty. We think we should plant leeks in $\frac{1}{2}$ of that $\frac{1}{4}$.

Potatoes	Cabbages & Sprouts	
	Leeks	

How much of the total garden will have leeks in it?

$$\frac{1}{2} \text{ of } \frac{1}{4} \text{ or } \frac{1}{2} \times \frac{1}{4} = \frac{1}{8}$$

Look at the plan and see if that is true.

1. My friend next door has divided her garden into three equal parts. She has put potatoes in $\frac{1}{3}$, cabbages in $\frac{1}{3}$ and $\frac{1}{3}$ is empty. She thinks she should plant leeks in $\frac{1}{2}$ of that $\frac{1}{3}$.

Make a plan of her garden, and from it write the answer to the question as to how much of her garden will have leeks in it.

$$\frac{1}{2} \text{ of } \frac{1}{3} \text{ or } \frac{1}{2} \times \frac{1}{3} =$$

No. 4

Chapter VI

Division of fractions

You used this plan in Lesson 23 to prove that $\frac{1}{2}$ of $\frac{1}{4}$ or $\frac{1}{2} \times \frac{1}{4} = \frac{1}{8}$. You can see that another way of writing this is

Potatoes	Cabbages & Sprouts	
	Leeks	

$$\frac{1}{4} \div 2.$$

Can you find out from the plan how many $\frac{1}{4}$'s are in $\frac{1}{2}$?

$$\frac{1}{2} \div \frac{1}{4} =$$

Do you remember the next-door garden in Lesson 23 where $\frac{1}{3}$ was used for growing leeks? Here is a plan of the garden.

Potatoes	Cabbages	Leeks

How many $\frac{1}{3}$'s are in $\frac{1}{2}$?

$$\frac{1}{2} \div \frac{1}{3} =$$

Here is something a little different. Three fields on the other side of the road are each divided into five allotments.



How many $\frac{1}{5}$'s are in 3?

$$3 \div \frac{1}{5} =$$

No. 5

EXPLANATION THROUGH DIAGRAMS

In at least one instance, the explanation of an important step is dependent on diagrams. In Book Four, Part Two, the multiplication

and division of fractions is explained through diagrams in a way that makes it intelligible to many children who would not understand a purely verbal explanation. (See Nos. 4 and 5 above.)

Correspondence and Notices

DEAR MADAM,

I am writing to ask for your help in bringing to the effective notice of your readers the International Congress on Mental Health which is being held in London from 11th to 21st August, 1948. Within the Congress are three conferences: on Child Psychiatry, Medical Psychotherapy, and Mental Hygiene. The third, the International Conference on Mental Hygiene, which takes place from 16th to 21st August, is one which should be of particular interest to many of your members (a) because of the closeness of its relation to education, and (b) because it is being organized in such a way that delegates, instead of merely attending the conference, are given the opportunity to take an active part in preparing for the Conference.

Its main outlines are as follows:—

- (1) Problems of World Citizenship and good Group Relationships
- (2) The Individual and Society
- (3) Family Problems and Psychological Disturbance
- (4) Planning for Mental Health; organization, training and propaganda
- (5) Mental Health in Industry
- (6) Dynamics of Social Change

To a large extent we are breaking away from the tradition of important speeches by important individuals. The vast subject of mental health calls for the concerted effort of many groups of people, such as psychologists, psychiatrists, educationists, sociologists, social workers and anthropologists.

If these groups are interested to start pooling their knowledge *now*, it will be ensured that when the time of the Congress comes the views expressed will not be those of single individuals so much as the considered opinions of several professions which, in small groups (called Preparatory Commissions), have been thrashing out their selected problem for several months. They may have chosen only one small section of a wide topic, but their contribution to mental health will lie in discussions, in the collection and collation of available data, sometimes in the discovery that little useful work has been done on the subject, and in suggestions for future research. Their reports of progress and/or final reports should be sent as soon as possible to the Programme Secretary. The central office will distribute them to the appropriate Central Preparatory Commission in London, which will digest, collate and compare them with similar work done by other groups in this country and abroad. A digest of all the material so gathered will be circulated in a monthly Bulletin. *The New Era* itself will be a happy hunting ground for those who are working on

such subjects as family problems and psychological disturbance among children.

Commissions have been set up in many countries and in several parts of Britain, but there is room for more. Individuals who feel that they are prepared to form or to join a Preparatory Commission should write to The Programme Secretary, 19 Manchester Street, London, W.1. They will then be put into touch with local groups and will receive the four Bulletins so far published, which explain in more detail the aims of the Congress and the part which Preparatory Commissions play in the achievement of these aims.

It is realized that such a method of working needs practice. This kind of Congress is looked upon as an experiment—it is believed that it can be a very valuable one. Important new responsibilities may be added to the Congress if, as we hope, it becomes a recognized source of information and guidance for UNESCO and the World Health Organization of the United Nations.

Yours sincerely,

Mary Cockett,
for Programme Secretary
19 Manchester Street,
London, W.1.

MARGARET McMILLAN £250,000 APPEAL FOR MEMORIAL FUND

The National Appeal for a worthy memorial to the life and work of Margaret McMillan, founder of the open-air nursery school and pioneer of medical inspection in schools, has



met with encouraging support from all parts of the country. She had friends everywhere.

Margaret McMillan began her work in Bradford in the 'nineties, came to London in 1902 and with her sister Rachel led a campaign against under-

nourishment, and lack of medical care for the children of industrial England. She gained the support of Sir Robert Morant, most enlightened of civil servants, of Sir Victor Horsley and other eminent doctors and the battle of reform began.

It was won largely through Margaret McMillan's fiery determination, and her intensely practical grasp of educational problems. She realized that 'Five years old is too late!' Too late to deal with neglected physical conditions, and also, as subsequent experience has verified, too late to effect proper psychological adjustment of the child to its environment.

It is to make possible the continuation and extension of Margaret McMillan's work that the National Appeal was launched earlier this year. It asks for the sum of £250,000 to be used in the following ways: £100,000 for the development of the work of the Rachel McMillan Training College at Deptford; £100,000 to help to found a new Margaret McMillan Training Centre in the north of England; £30,000 for the Bradford Community Centre Appeal which is furthering the work of Margaret McMillan; £20,000 for the Nursery School Association of Great Britain.

Donations for any amount will be gratefully received by the Hon. Treasurer: Dr. J. J. Mallon, C.H., LL.D., J.P., Toynbee Hall, 28 Commercial Street, E.1. Booklets, leaflets, and posters for display are available from the Organizer, 90 Ebury Street, S.W.1.

BURGESS HILL SCHOOL

Burgess Hill School is no longer the property of New Age Schools Ltd. The Directors of New Age Schools Ltd. decided last term that they could no longer keep the school going and gave notice to the parents in July that the school would close at the end of the month. Thereupon the staff offered to raise sufficient money to keep the school going. The Directors agreed to sell the name, equipment and goodwill of the school to the staff syndicate which has in consequence managed to reopen the school. As soon as the legal formalities have been completed the Syndicate proposes to hand over the school to a newly-formed Friendly Society in which every parent and member of the staff shall have a right to buy a £5 share which will carry with it one vote. Other interested people may buy shares with the consent of the Directors. Each shareholder will only be entitled to one vote and any additional capital subscribed will be in the form of loan stock which will confer no voting rights. There will be seven

Directors, five elected by the shareholders, and two by the staff.

The school will be carried on on the same principles in the same premises and by substantially the same staff (over three-quarters of whom have subscribed to the syndicate). Every member of the staff will receive the same salary.

We have described the constitution of the school in some detail, rather than the educational ideas (which remain the same), because the staff feel very strongly that they have here a method of managing progressive schools which does not depend on either a dominant personality as the head, or on a wealthy benefactor. They believe it will provide both a reasonable permanence in staff membership and some compensation for the low salaries which seem to be an inevitable feature in experimental schools. They also believe that if we want to bring up children on the principles of self-government and democracy, these principles will be more real to the children if they are also practised by the staff and parents in the management of *their* side of the school.

G. L. THORP.

UNESCO SEMINARS FOR TEACHERS

It is proposed that in 1948 UNESCO should plan four six-week Seminars on education for international understanding. These Seminars will probably be held in different regions, *e.g.* Far East, Near East, Americas and Europe, and will be planned by the States concerned with the assistance of a UNESCO staff member. A small number of UNESCO Fellowships may be established for each Seminar.

SCIENTIFIC BOOKS

Please state interests when writing

SCIENTIFIC LENDING LIBRARY

Annual Subscription from One Guinea

Prospectus on application

H. K. LEWIS & Co. Ltd.
136 GOWER STREET,
LONDON, W.C.1

Telephone : EUSton 4282 (5 lines)

N.E.F. MISCELLANEA

INTERNATIONAL BOOK CLUB. The first publication of the N.E.F.'s International Book Club is just out, namely, *EDUCATION FOR SANITY* by Mr. W. B. Curry, Headmaster of Dartington Hall School. The N.E.F. founded the International Book Club because it is clear that, during the prolonged paper shortage, teachers and parents living far from the big towns have little chance of obtaining the best books; they are bought up swiftly by people living on the spot. To make it possible for a teacher living anywhere in the world to obtain at least some books on child psychology and modern educational developments and research, the N.E.F. itself now publishes books and for a subscription of £1 to its International Book Club each subscriber receives three books which are posted to him wherever he may live. For future volumes see advertisement on page 188. Messrs. Heinemann also market a certain number of the books to the general public in the ordinary way (see Review on the same page). (International Book Club, 1 Park Crescent, London, W.1.)

VISITORS FROM ABROAD. Teachers from abroad visiting London and environs to see experimental schools etc. waste a lot of time finding their way about and do not always grasp the full implications of what they see. Are there any readers willing to be called upon now and then to accompany them on their visits? Also visitors would sometimes much appreciate a quiet chat over a cup of tea on various educational problems in England. Any offers?

GIFT NEW ERAS. The N.E.F. is often asked for copies of *The New Era* by old members of the Fellowship who are now

displaced persons or who are living in countries, such as Poland, Germany, Austria, from which payment cannot be sent. Will readers help by offering to post on their copies of *The New Era* each month to an address which will be sent to them? Please send a card to the address below.

INTERNATIONAL CORRESPONDENCE. A register of teachers in different countries desiring to correspond with teachers in other countries is kept by Miss E. D. Bingham, 10 Woodholm Road, Sheffield, 11.

CORRESPONDENTS WANTED FOR GERMAN TEACHERS.

If any readers of *The New Era* would like to correspond with teachers in Germany, will they please write to Dr. Alfred Moessner, 13a Gunzenhauser (Deutschland-Bayern), Altes Schulhaus, American Zone, Germany).

REQUEST FROM RUSSIA. A Russian teacher of English whose books were destroyed during the war asks if we can send him copies of

'A Manual of English for Foreign Students' by E. C. Marshall and E. Schaap.
'Mavours Spelling Book'.
'Matriculation English Course' by Hollingworth and Low.

Will anyone who can spare any of these please send to Mr. E. G. Critchley, 65 Southey Avenue, Kingswood, Bristol.

LINGUAPHONE FOR SALE with complete set of records for French conversation lessons plus set of lesson books. Machine and records hardly used. What offers? Write for further particulars to address below.

New Education Fellowship (International Headquarters), 1 Park Crescent, London, W.1.

Book Reviews

The Psycho-Analytic Approach to Juvenile Delinquency: Theory, Case-Studies, Treatment. Kate Friedlander, M.D., L.R.C.P., L.R.C.S., D.P.M., *International Library of Sociology and Social Reconstruction.* (Kegan Paul, Trench, Trubner Ltd., London, 1947. 296 pages.) 18/-.

Dr. Friedlander's book marks a development from the pioneer-stage to the textbook-stage in the knowledge of juvenile delinquency. In the past the workers in this field depended on the classic writings of men such as Aichhorn, Burt and Healy, each of whom made invaluable though very different contributions to this subject. Their work paved the way for a full appreciation of three basic factors operative in juvenile delinquency: the unconscious, social conditioning and 'faulty personality integration'. The novelty of their approach thrilled their readers, but for the psychological welfare worker dealing with the practical, everyday problem they tended to be of limited value. Welfare workers are now well acquainted with the principles of delinquent behaviour but they are not so familiar with the modern psychological methods of treatment. Meanwhile, society's demand for the early treatment of anti-social tendencies is growing and the time allowed for remedying these defects is short. Moreover, a great influx of novices in psychological welfare work is anticipated and the question has often been asked recently: where are the experienced workers to train them, the textbooks for them to study and what are the methods and techniques which will help them to reach their goal?

Dr. Friedlander has written a textbook on juvenile delinquency, skilful, enlightening and stimulating, illustrated by lively case-book studies. In four short introductory essays she discusses the part which the public, psychiatrists, psycho-analysts and sociologists will have to play in the treatment of delinquency. The field of investigation and action is in her view not confined to one or two groups of co-operating bodies, but has to be extended to all of them. Their task is not limited to the delinquent himself, but includes all the factors and tendencies in society, the institutions and individuals who foster criminal and anti-social attitudes. The author goes even further and puts her finger on the crucial spot of delinquency: 'To murder somebody whom one hates or to take possession of something which one wants is for the majority of normal people a fleeting desire felt on

occasion when under emotional stress. Under certain environmental conditions, as in wartime, killing is not considered a crime. The fact that the number of people who, even in wartime, are unable to kill is so small allows us to assume that the impulse to kill is present in every law-abiding citizen, but under normal conditions does not lead to action.'

The fact that everyone is a potential criminal has, of course, always been known, but why criminal desires remain unconscious or confined to dreams and phantasies was not explained until Freud succeeded in demonstrating the transformation of a-social and anti-social drives of early childhood into adapted behaviour during the process of maturation. The child casts aside some anti-social desires and controls others. When this adjustment fails, latent delinquency is turned into manifest delinquency. 'It seems really much more astonishing that so many of the little savages develop into socially adapted human beings than that some of them do not reach that stage. And it is even more astonishing that the taming of the anti-social impulses so freely expressed at this early stage takes place in a comparatively short time.'

The development of social adaptation is described in Part I of the book, its failure in Part II. Here Dr. Friedlander comes to the conclusion that the delinquent form of maladjustment is most frequently the outcome of what she calls 'the antisocial character formation'. Nothing can convince one more quickly of the usefulness of her concept than the case of Billy, whose typical story of early

anti-social behaviour she describes in detail. Many characteristic features in the young delinquent's personality can now be traced to anti-social character formation and can no longer be regarded as the primary causes of delinquent actions. To give one instance: it is well known that the Intelligence Quotient of delinquent children and adolescents is frequently low. Their delinquent acts are therefore partly or entirely attributed to neglected education and lack of insight. Psycho-analytic investigation, however, shows that it was the disordered emotional development which led to anti-social character formation and that this, in turn, resulted in lowering of intellectual achievements and in delinquent actions.

Dr. Friedlander devotes a full third of her book to the description of the treatment of delinquency and the factors on which success depends. Although only a few will be competent to form an opinion on this section, every reader will appreciate Dr. Friedlander's seriousness and frankness in writing on a subject which many of her predecessors have treated with vagueness and secretiveness. The author sees herself confronted with a variety of psychological methods and has to decide which one is most suitable for herself and the patient. The dilemma which everyone who shares the author's views has to face is an old one: of all available methods psychoanalysis is scientifically the soundest, but under present conditions it can be applied only in a few selected cases. Social conscience still acquiesces to a short term solution and is satisfied with the transformation of manifest into latent delinquency, not realising that it remains a potential threat to society. But the choice of method is at present of secondary importance. The aim of everyone directly or indirectly working for a human and scientific handling of delinquency is to achieve a higher standard of individual treatment both within and outside the places where young delinquents are congregated. The plea for individual treatment either alone or in groups could not find a better advocate than Dr. Friedlander, but until it is heard and put into practice we are still likely to read such saddening statements as the following: 'No psychological treatment is at present available at the Approved Schools, and there is no special provision either for the sub-normal or for maladjusted and difficult children, or for the rare cases of epileptic or pre-psychotic offenders.' (Eileen Younghusband, Chairman, West London Juvenile Court, in *Richard W. B. Ellis Child Health and Development*, 1947).

W. Hoffer

THE ECONOMIST'S BOOKSHOP LTD.

11 and 12
Clement's Inn Passage,
Aldwych, W.C.2

Telephone : Chancery 7508

Specializes also in Books on
Psychology, Sociology, Child-
Guidance, Theory of Educa-
tion, Philosophy, etc.

Information and advice is given
on the position of Reprints and
supply of Books from abroad. Mail
orders welcomed.

NEF

INTERNATIONAL BOOK CLUB (EDUCATION)

A New Book Service for Teachers and Parents all over the World

HERE IS A CHRISTMAS PRESENT WORTH GIVING !

For £1 you may buy a year's subscription to the International Book Club which will entitle the holder to the following three books.

THE FIRST BOOK, PUBLISHED OCTOBER, 1947

'EDUCATION FOR SANITY' by W. B. Curry, Headmaster of Dartington Hall, Devon, England.

THE SECOND BOOK

'TEACH THEM TO LIVE': *The Story of an Eight-Year Educational Experiment* by James Hemming, Research Officer, Association for Education in Citizenship.

THE THIRD BOOK

'A GUIDE TO SOVIET EDUCATION' by Beatrice King, author of *'The Changing Man'*, and the *'Soviet Education System'*.

If you wish to make a present of a subscription, send your name and address as well as that of your friend, who will receive a copy of *'EDUCATION FOR SANITY'* posted on any date you name.

NEW EDUCATION FELLOWSHIP, 1 PARK CRESCENT, LONDON, W.1

Education for Sanity W. B. Curry (Heinemann, 7/6)

Readers of *The New Era* will cordially welcome this, the first volume of the N.E.F. International Book Club [see advertisement above], not only because it deals with some fundamental issues in modern educational practice but also because these issues are presented in a lively conversational form. The book is itself an example of the process of education by free discussion which is frequently referred to in its pages.

The purpose of a school, as Mr. Curry sees it, is to provide a physical and social environment in which the two basic needs of childhood, security and liberty, may be satisfied and harmonized. In the discussion with which the book opens, the relation between these two needs is considered, especially in its application to adult attitudes. 'It has always seemed to me a very arrogant assumption on the part of an adult to suppose that he has a right to mould a child. He must of course protect the child—sometimes from itself. He must provide the conditions for growth and learning. But above all he must respect the child. Bertrand Russell uses the word "reverence", and I do not think that the word is too strong.' This respect for the child as a human being in his own right, to whom in a democracy the basic principles of

democracy should apply as much as to adults, is seen as the necessary safeguard against the abuse of authority and power by the adult. This does not mean that the parent or teacher should abnegate the exercise of authority; indeed, 'some love of power is probably a necessary part of effectiveness'. But it does mean that the price of liberty for the child is eternal vigilance by the adult, not so much over the children as over himself. He will inspect his own motives, interfere directly and veto only when it is clearly necessary, and he will encourage as much self-regulation of their own lives by the children as they can comfortably handle at each stage in their development. The account of the evolution of a system of self-government at Dartington, from its first stage of 'philosophic anarchy tempered by benevolent despotism' to its present form is especially valuable. Mr. Curry does not believe in government, even self-government, for its own sake. Liberty, freedom of choice, is a here-and-now condition of healthy development, not a distant goal to be reached after years of apprenticeship spent in learning to obey and conforming to rules and regulations. The stress is on each child learning to run his or her own life in the company of other boys and girls doing the same thing. The restraints and controls are therefore the minimum found to be necessary

for this purpose and the resulting system is flexible and leaves much room for experiment and change.

In the following pages, the application of these main ideas to other educational problems is discussed and illustrated; the topics include punishment and behaviour problems, religious education, co-education, work incentives, competition, nationalism, and other group loyalties. Mr. Curry does not shirk any of the difficulties, and in his concluding pages deals as fairly with the question of how far these principles and methods could be applied in other schools, to which he hopes Dartington may act as a foil, 'or if you like, as an irritant, a challenge, and a source of contagion'. It will certainly be a happier world when we begin to educate people in such a way as to make sanity as contagious as its opposite is at present.

J. W. Tibble

Opportunity and the Deaf Child Dr. and Mrs. Ewing (University of London Press. 9/6)

The past half-century has been one of steady progress in the world of deaf education; it has seen the establishment of much that has met the needs of the deaf child. But there is no finality in education, nor can there be finality in the work of those concerned with the education of the deaf. In *Opportunity and the Deaf Child*, Dr.

" a history of the war in epitome " (*Daily Telegraph*)

DUNKIRK TO BERLIN—A MAP OF THE JOURNEYS UNDERTAKEN BY The Rt. Honble. WINSTON S. CHURCHILL

O.M., C.H., F.R.S., M.P.

In Defence of the British Commonwealth and Empire

Compiled by Lt.-Cdr. F. A. de Vine Hunt, R.N.S.V.R., F.R.G.S., F.R.S.A.

and published in association with *Time and Tide*

This beautiful Map portrays an aspect of Mr. Churchill's greatness which is not, perhaps, widely recognised, and is a tribute to the personal courage which impelled him to disregard all hazards and hardships in his determination to achieve victory.

Printed on high quality cartridge paper in 11 colours with illustrations of coats of arms and the ships and aircraft used by Mr. Churchill in his travels, it represents a supreme achievement of the printing craft.

Supplied in cardboard tube, price 15s. 6d. net.

All Royalties will be devoted to the establishment of "Little Canada," a log-cabin village scheme designed to stimulate the imagination of children in need of long-term recuperation or rest.

GEORGE PHILIP & SON LIMITED
32 FLEET STREET LONDON, E.C.4

and Mrs. Ewing have taken us yet another step along the road.

Opportunity, one was wont to say, began when a child entered school; but in this latest published piece of research lies more than a suggestion that opportunity for education, the education of the whole child, waits almost upon the deaf child's birth. Much of the book, exclusive of the Appendix, is concerned with the deaf child of very tender age, and the home training that can make it possible for education to begin when he is but a few months old. This is a field hitherto unexplored, and as one reads page by page one becomes increasingly aware of the searching mind of the investigator together with that of the practical teacher, sensitive at every point to the needs of the deaf child, and probing for a means to meet those needs.

To parents it will bring an almost overwhelming sense of hope for the future of their children. There is, however, no royal road to learning and certainly not for the deaf child. Parents are warned that they must exercise patience—much patience. 'They can not obtain quick results. They can obtain no results at all if they themselves are not persistent in making use of every appropriate situation.' There is emphasis, too, on the fact that home training does not imply teaching: that can be done only by people specially qualified for the work.

Teachers of the deaf will find not only an integration of well-founded knowledge and experience, but also in all probability a new orientation, and in addition a wealth of new material built up as a result of much patient research. The book will fill a long-felt need in the scheme of deaf education and will be welcomed accordingly.

The Appendix would seem to merit a separate cover. It is a moving autobiography of the intimate personal struggle of a deaf girl to find her place in a hearing world. The pages are full of a courage that never wavered and a determination that never shrank from the continued challenge of new circumstances and new adjustments. There is the almost unique combination of a highly intelligent girl, a happy, understanding family, and efficient teachers to whom the education of the deaf was much more than a profession. Even so, one is conscious of the immensity of the struggle, not only in dealing with the difficulties peculiar to her condition, but in trying to make things easier for other people, an added task which her own sensitivity imposed upon her. Only at home could she relax utterly; her phrase 'there was no strain' is poignantly revealing.

It is an achievement in many ways, not least in the portrayal of a mind and spirit at peace within itself.

May Elliott

La gratuité du matériel scolaire. D'après les données fournies par les Ministères de l'Instruction Publique. (Geneva, Publications of the International Bureau of Education, No. 97, 1947, 154 pp. Swiss frs. 7).

Forty-one countries replied to the questionnaire on whether school supplies are issued free to children, sent by the International Bureau of Education to the Ministries of Education; but there are a much larger number of reports given in this volume on account of the fact that federative countries like Canada, South Africa, Switzerland have to take into account the variety of practice in their different provinces or cantons. The subject is more important socially and educationally than appears at first sight, because if books, stationery, materials for needlework and domestic science, tools for crafts, and so forth are not given or lent to pupils up to school-leaving age, parents with small incomes will find it a heavy burden to provide them and some children will not have all the books and other supplies needed. A good many countries have now decided that free school supplies are the necessary complement to free schooling. The general survey which summarises all the replies shows that the amount of supplies distributed, methods of

distribution, financing and administration of schemes of supply vary considerably from country to country and it is interesting to compare them. The last part of the general survey, a historical sketch of the gradual evolution in the different countries of the principle of free supplies, shows clearly a general trend towards extending its benefits.

This was one of the subjects discussed at the 10th International Conference on Public Education, convened jointly by Unesco and the I.B.E. and held in Geneva in July, 1947. The recommendations voted have been sent to all Ministries of Education.

M. B.

L'Education physique dans l'enseignement secondaire.
D'après les données fournies par les Ministères de l'Instruction Publique. Geneva, Publications of the International Bureau of Education, No. 98, 1947, 194 pp. Swiss frs. 7).

In 1941 the I.B.E. carried out an inquiry and published a report on Physical Education in the Primary School, which is now completed by this volume on Physical Education in the Secondary School, which was also discussed at the 10th Conference on Public Education. Thirty-nine countries replied to the questionnaire sent out by the Bureau. The general survey, which summarises the data given in these replies, shows the great importance attached everywhere to the physical training of secondary school pupils. Games and athletics are generally looked upon also as a means of training character. The main points examined in this volume are: the number of weekly lessons on the time-table in the different forms and departments of secondary schools, the length of the lessons, tests and examinations, the part played by out-of-school organisations (clubs, scouting, etc.), holidays granted for sport (such as skating or ski-ing), the results it is intended to achieve by physical education, the curricula (including gymnastics, sports, folk-dancing, pre-military training, etc.), the methods used, whether curricula and methods are officially prescribed or not, equipment of the gymnasium, medical supervision, insurance against accidents, whether the teachers are always specialists or not, how they should be trained, their status and salary, refresher courses and inspection. It will be noticed that physical education at the primary and secondary level, while they have many points in common, differ in some respects.

Marie Butts

A Pre-School Record Form for use in Nursery Schools and Classes.

A. H. Bowley. (Cambridge University Press: distributed by H. K. Lewis & Co., Ltd., 136 Gower Street, W.C.1). 1/- (Explanatory leaflet 1/6).

Record-keeping in a Nursery School, which is usually understaffed, is not popular with teachers who are already on familiar terms with children and parents. Unless teachers are aware of a real value in record-keeping to themselves or for some specific study, it tends to be neglected.

Dr. Bowley speaks from her own experience as a Nursery School teacher when she says that her record form is devised to assist the student of psychology and the observer in the Nursery School and that it will be useful only to those teachers who wish to study the pre-school child in a comprehensive and fairly detailed way or who may be sufficiently interested to study certain of the children who need special help.

For these purposes, this Pre-School Record Form seems to be of real value. The items to be looked for by the observer guide him to an all-round picture of the child and give a helpful clue to the kind of behaviour to be expected from pre-school children at different ages, with regard to physical development, gross motor development, mental development, language development, play and social and emotional development, and adjustment to adults and other children.

How valuable this record would be when scored and used as a test is more debateable and Dr. Bowley herself ad-

mits that the numbers on which her studies are based are statistically few.

C. W. Harley

Arithmetic in Primary Schools
(A report on the teaching of Arithmetic and Spatial knowledge in Primary Schools). (Longmans Green, 2/6).

It is accepted by progressive educationists today that Primary Schools should be run on activity lines and that practice in the skills of reading, writing and number should arise out of the children's experience in their activities, or should at least be linked with it. In making things with wood, cardboard, paper; in playing shops, railway stations, post offices; in telling the time; in the use of money, weights and measures, the use of the four rules in Arithmetic inevitably come in; and practice periods at some time of the day are accepted as right and necessary in this environment.

The interesting fact that has emerged is that children who have learned through activity obtain their entrance to Grammar Schools with as great if not greater ease than those who have learned by rote.

The weakness of this Report on the teaching of Arithmetic is that it treats number as a separate 'subject' in the Primary School, and not as a natural part of the child's experience in the right school environment. It suggests on the whole a simplification of what has hitherto been taught as Arithmetic, but still includes such tables as 2240 lbs. = 1 ton, and the introduction of the Square Mile.

The best section is that on spatial knowledge; it treats this matter clearly and gives new ideas for activities and for the making of material.

This Report will serve a useful purpose as the basis for discussion among Primary School teachers.

D. L.

Crest of the Hill - Beyond Atlantic Breakers: The Seven Seas. Cyril Midgley. (Wheaton. 2/6 each).

These first titles in a new series by Cyril Midgley well merit examination by those teachers in Secondary Modern Schools who believe that an understanding of peoples and their problems is more important than a galaxy of geographical detail, and who aim at 'Social Studies' rather than at a close definition of subjects—and who, above all, believe that one of the first of our aims in school should be to encourage international understanding.

They strike a new note in the teaching of what is, or can be, the key to the whole structure of the Senior School curriculum. They are extremely well illustrated, simply and lucidly

*The World's
Greatest Bookshop*
FOYLES
* * FOR BOOKS * *

*New and secondhand
Books on every
subject.*

We BUY Books, too!

**119-125 CHARING CROSS RD
LONDON WC2**

GERRARD 5660 (16 lines)
Open 9-6 (inc Sat)

Heinemann Book News

Personality of the Pre-School Child

By WERNER WOLFF, Ph.D.

Education, guidance and personality diagnosis. 118 illustrations 25s.

Practical Handbook of Psychiatry

By LOUIS MINSKI, M.D., F.R.C.P., D.P.M.

The essentials for students.

6s.

Personal Mental Hygiene

By Dom. T. V. MOORE, O.S.B., Ph.D.

Subjects include rejected and overprotected child, freedom or discipline in School, &c. 21s.

Self: A Study in Ethics and Endocrinology

By MICHAEL DILLON

6s.

Practical Biology for Medical and Intermediate Students

By C. J. WALLIS, M.A.

Second Edition, revised and enlarged (Ready this month) 21s.

Sir Frederick Banting

By LLOYD STEVENSON

An inspiring biography.

12 plates. 25s.

Restoration Exercises for Women

By E. A. HORNIBROOK

Fully illustrated.

(Ready December)

7s. 6d.

A Guide for the Tuberculous Patient

By G. S. ERWIN, M.D.

Second Edition.

3s. 6d.

Reprints:

A Textbook of Bacteriology by FAIRBROTHER (Ready December) 17s. 6d.

An Introduction to Social Biology by DALE (Now available) 15s.

The Psychology of Sex by HAVELOCK ELLIS (Now available) 15s.

An Introduction to Biochemistry by FEARON (Now available) 21s.

WM HEINEMANN MEDICAL BOOKS LTD 99 GREAT RUSSELL ST LONDON WC1

written and contain abundant material for individual work. They reveal the idealism of a true humanist who is not afraid to break away from orthodox treatment when he wishes to encourage a child to think for himself.

Crest of the Hill is for the eleven-year-olds—a simple approach to world geography through social studies; *Beyond Atlantic Breakers* is a very attractive and particularly well-illustrated 'social and human' geography of North America; *The Seven Seas* is for the fourteen-year-olds, a study of world harvests and world trade, in which the essential theme of the series is kept well to the fore.

To all who believe that in our schools we can build firm foundations for world peace, for all who see in geography (properly interpreted) help for a 'world adrift', we recommend these three books.

F. W. Parrott

The Doctor's Job. By Carl Binger, M.D. (London, George Allen & Unwin Ltd. 12/6).

It was some time before I realized the central theme which links together all the bits and pieces of this interesting book. A skeleton history of the 'family doctor' through the centuries; snippets (some unjustifiably lengthy, I thought) from case note-books; discussion of common illnesses, their importance and their treatment; and a well-drawn synopsis

of modern scientific and psychiatric developments as they affect the ordinary man and his medical advisers—all these merely form the backcloth, as it were, for the two central figures on the stage, the doctor and his patient, and the drama of their relationship. The entire work is a plea for the maintenance of this relationship, and only if this is realised will the book appear to be a whole, instead of a series of interesting but very loosely connected essays.

It is not easy for anyone—since we are all prospective patients—to look objectively at this vitally important relationship, or to see where it fits into the framework of society and the nation. The author helps us to do just this. He shows how the development of science; the growth of populations, especially in urban areas; industrialization; specialization among the doctors—a multiplicity of causes—have altered the job of the family physician almost out of recognition, and, in America at least, has given his most important function to the 'interne'. This 'most important function' is the recognition and treatment of the patient as a whole person, and not as a mere collection of anatomy and physiology. 'What I am really talking about is sick human beings and what they want and need to get well.' So Dr. Binger devotes a whole chapter to 'Doctor and Patient' and another

to 'The Choice of Physician' because, as he says, 'the relationship of doctor and patient is an intimate, personal one', and on its successful management by *both* parties depends its success. We must choose our doctor carefully and wisely, and then *trust* him. We must be prepared to pay him: this sounds obvious, but will bear repetition: we are prepared to budget for our car and our holidays, why not for our doctor? I myself remember seeing a letter asking a doctor to *return* the fee already paid, 'because the butcher's bill had been overlooked'. And, on the question of trust, how many people one knows see a doctor about Mary's foot, and then run round to friends for 'the ointment that cured your Tommy's face'?

In return, the doctor must know his job and repay the trust we put in him. If we need special treatment outside his sphere, he must know how to get it for us. But above all, if the patient is to be treated successfully, the doctor must think of him as Edward Jones, with an overdraft and a fretful wife with another baby on the way, with a worrying job and a difficult boss—and not just as Mr. Jones with a high-blood pressure.

There is for this reason a strong emphasis throughout the book on the need for a working knowledge on the doctor's part of psychology if not psychiatry. The day of the magical medicine man is over. Dr. Binger

thinks the modern doctor can be just as useful to his patient, as an adviser, can keep his patients' faith in him as of old, only if he adds to his vastly increased scientific learning more than a smattering of knowledge about why we all do this and that, and about the relationship between our 'psyche' and our body and how each can affect the other for better or for worse. In the chapters on High Blood Pressure, Stomach Ulcers, Tuberculosis, Asthma, and on Psychiatry, Psychology and Psycho-Analysis, this interdependence is clearly indicated.

Experts in any of these subjects, not least the psycho-analysts, will perhaps dismiss the book as a mere sketch. But it seems to me to have been well worth writing if it convinces the average citizen, no less than the average doctor, that if they want to succeed in the field of health, they must co-operate.

It is interestingly written, and though in a sense the subjects Dr. Binger chooses to talk about at length are developed at the expense of those he is less interested in, this does make the whole more personal and satisfying, if, from a purely literary point of view, rather badly balanced. There is a chapter towards the end on 'Socialized Medicine' which, though it is written primarily about medicine in America, does give one some idea of the problems involved in public health and State medicine which ought to be exercising our minds in this country at the moment. M. M.

Trumpets in the West. Geoffrey Trease (Blackwell, 6/-).

Trumpets in the West is about a Minister's son, Jack Norwood, who had a gift for writing music. In helping one of Monmouth's rebels to escape after Sedgemoor he got an introduction to Henry Purcell and became a violinist in a London theatre orchestra. Up to this time he had been living in Somerset, interested in the affairs of King James II and those who stood firm against his Catholic policies. But the theatre work was hard and earnings were very low and he started to look for a Patron who would help his music. He found a wealthy nobleman who offered him exactly what he needed, but in an unimportant argument with him Jack realized that he himself was a Whig, and told his Patron so—so losing his chance of work.

On his sad way back to London he fell in with Bishop Ken, on his way to join Trelawney in the Bishops' famous protest against James II.

Perhaps I have said enough about the story, but must add that Purcell's *Dido and Aeneas* was produced at the girls' boarding school where Jack's friend Jane had been sent in disgrace. The fact that this first English opera was written within a few months of

William III's coming to power gave Geoffrey Trease the first idea for the story.

This is a very good book because the boy is not just a story-book boy but a very gifted young musician who knew Purcell and Blow and took part in the split in the governing of England into party politics.

Every chapter is interesting and the story as a whole is exciting. I should think anyone would like it who likes history or music or a good story.

S. V. (aged 14).

Harlequin Picture Books:

No. 6—*The Story of Louisa* by Diana Ross and Kaye.

No. 7—*Orlando's Evening Out*

No. 8—*Orlando's Home Life*

No. 9—*Orlando's Invisible Pyjamas* by Kathleen Hale.

(Transatlantic Arts, Ltd., 45 Gt. Russell Street, London, W.C.1. 1/- each).

In these days when the second-rate is becoming more expensive and the best less obtainable, it is refreshing to find really good and cheap children's books. True, you have to search for them among a welter of wish-washy productions from firms which evidently think 'anything is good enough for children', but they are there waiting for the discerning buyer.

Recent additions to this pleasing array are the *Harlequin Picture Books*, 1/- reprints of books which were formerly published in the Puffin Picture Books series. In size and price they are an ideal find in the railway bookstall search for books to read in the train, while children will want to keep and re-read them until they fall to pieces.

No. 6 of the series is *The Story of Louisa Who Loved Pretty Things* by Diana Ross. Louisa is a beautiful black horse who pulls a shabby junk-cart for a poor old man in a little town in the South of France, and this is the story of her search for a job where she will have pretty things and admiration. But, as well as a craving for smartness, Louisa has a kind heart and she refuses to become a farmhorse, a cab-horse, to pull a hearse or to join the Army because her old man cannot be with her there. At last she joins 'Madame Lustrella's Unequalled Equestrian Eccentricities'; she becomes THE MOST BEAUTIFUL HORSE IN THE CIRCUS, and travels all over the world with her master beside her. The delightful brightly-coloured pictures by Kaye vividly suggest the sun-baked, dusty atmosphere of Southern France.

Nos. 7, 8 and 9 are reprints of three of the adventures of the famous Marmalade Cat, Orlando, and his 'dear wife Grace', written and illustrated by Kathleen Hale. Although Orlando can talk, send his kittens to school, take his wife to dinner at a

French restaurant, or go to the Ice rink, he still remains a cat in his choice of food, his attitude to men, mice and dogs, and his conviction that cats are the most important members of society. At the same time, he is any Daddy, and Grace, with her ample curves and befrilled apron, is the personification of all Mummies. It is hard to choose a favourite from the three books, but I most enjoyed *Orlando's Home Life* with its tale of the attempts to provide education and culture for the kittens and its scenes of feline domestic bliss.

The pictures will be looked at over and over again with joy for there is so much clever detail in them that there is something new to see every time. Perhaps some of the detail is too clever for children and will go over their heads, but the wit that is lost to them will bring chuckles of delighted mirth from their parents, relatives and grown-up friends.

How nice to be able to buy all four of these books for 4/-! F. Peett

Penguin Guides Edited by L. Russell Muirhead (2/- each)

Penguins are always good value and it is cheering to see the return, in a revised edition, of the Penguin Guides, first published in 1939. The gap of eight years, with its terrors, anxieties and subsequent depression, makes all the more welcome the friendly silhouette of our islands on the covers of these bright volumes.

And what an England it still is!—even when seen only by the armchair traveller with the aid of imagination and the eight beautiful maps which form a centre-piece to each of these Guides and which alone seem worth all of the modest two shillings that it costs. (Can a Penguin Guide ever have been sold for sixpence, even in those far-off pre-war days of plenty?)

Reverting to the admirable touring maps, how deliciously they are coloured—two shades of a green land surrounded by water of a blue so probable that it makes one long to take train to Deal, Ilfracombe or Morecambe, or to run round Ullswater or Windermere by car or on one's pushbike.

The present series includes Devon, Cornwall, the Lake District, Kent, Sussex and Surrey. These I have before me as I write, to whet my appetite for the rest of the issue, viz., Somerset, Derbyshire, Suffolk and Cambridgeshire, Norfolk and the Isle of Ely, Wiltshire and Dorset, Hampshire and the Isle of Wight—with promise of more to follow.

These Guides are planned for the ordinary person, whether resident or visitor. They contain all the information that the latter is likely to need. The geologist, archaeologist, the naturalist or other expert will find in them just enough to stimulate his search for more detailed information elsewhere. C. S. Green

Directory of Schools

FRENSHAM HEIGHTS FARNHAM SURREY

Headmaster : PAUL ROBERTS, M.A.

Frensham Heights is a co-educational school containing at present 160 boarders and 40 day pupils equally divided as to sex and equally distributed in age from 8 to 18.

The school stands in a high position in 170 acres of ground.

There is a separate Junior School for children from 8 to 11.

Fees : £180 per annum inclusive

About three scholarships are offered annually

For particulars apply Headmaster

BADMINTON SCHOOL

Westbury-on-Trym

:: BRISTOL. ::

Junior School 6 to 11 years

Senior School 12 to 19 years

The School is situated in large grounds and within easy reach of Bristol, so the older girls are able to enjoy many of the advantages provided by a University City. A high standard of scholarship is maintained and at the same time an interest in creative work is developed by the practical and theoretical study of Art and Music. There are weekly discussions on World Affairs and more intensive work on Social and International problems is done by means of voluntary Study Circles.

Apply to The Secretary.

DARTINGTON HALL TOTNES DEVON

Headmaster : W. B. CURRY, M.A., B.Sc.

A co-educational boarding school for boys and girls from 2-18 in the centre of a 2,000 acre estate engaged in the scientific development of rural industries. The school gives to Arts and Crafts, Dance, Drama and Music the special attention customary in progressive schools, and combines a modern outlook which is non-sectarian and international with a free and informal atmosphere. It aims to establish the high intellectual and academic standards of the best traditional schools.

Fees : £170-£190 per annum.

A limited number of scholarships are available, and further information about these may be obtained from the Headmaster.

ST. MARY'S TOWN & COUNTRY SCHOOL

TOWN DAY SCHOOL :

38 Eton Avenue, London, N.W.3

PRIMROSE 4306

COUNTRY BOARDING SCHOOL:
Stanford Park, near Rugby

Telephone : SWINFORD 50

150 acres of parkland with river and lake
SWIMMING, BOATING AND RIDING

Possibility of Interchange between the two schools, realistic approach to progressive education, special methods in Language and Arts, sound academic work. Co-ed. 5-18

Principals :

Henry Paul, M.A. & Elizabeth Paul, Ph.D.

MONKTON WYLD SCHOOL, nr. CHARMOUTH, DORSET

Principals : CARL URBAN, ELEANOR URBAN, M.A. (Oxon.)

Practical and cultural education for boys and girls (9-18). School life and curriculum planned to help children to develop into co-operative and constructive citizens. School farm ensures healthy diet. T.T. cows.

Fees : £135.

Directory of Schools—continued

BEDALES SCHOOL

PETERSFIELD HANTS (Founded 1893)

A Co-educational Boarding School for boys and girls from 11½–18. Separate Junior School for those from 5–11. Inspected by the Ministry of Education. Country estate of 150 acres. Home Farm. Education is on modern lines and aims at securing the fullest individual development in, and through, the community.

Headmaster : **H. B. JACKS, M.A. (Oxon.)**

ST. CHRISTOPHER SCHOOL LETCHWORTH

is an educational community of some 375 boys, girls and adults. The five school houses provide living and teaching accommodation for children from 6 to 18. It is situated on the edge of the Garden City, amidst rural surroundings and beautiful gardens. There is now a considerable waiting list, and early application is desirable for possible vacancies in 1950.

ELMTREES, GREAT MISSENDEN, BUCKS. (Boarding and Day School for Boys and Girls 5 to 12 years and LITTLE ELMTREES (for the under-fives).)

Progressive education combined with a happy home life in an atmosphere of freedom. Art, Music, Drama and Dancing under specialist teachers are part of the school curriculum.

The school is situated on the fringe of the little village of Great Missenden, within five minutes walk of the station, with frequent train service to Baker Street and Marylebone.

The houses (adjoining properties) are chiefly Georgian in character, and the grounds of nearly 10 acres open on to the wooded slopes of the Chiltern Hills.

FEES : £135 per annum. Under-fives £120 per annum.
Entire Charge (holidays included) £160–£180 per annum.
Principal - **Miss M. K. WILSON.** Tel. : Gt. Missenden 407.

THE FROEBEL SCHOOL *now at* *Ibstock Place . . . ROEHAMPTON* (removed from Little Gaddesden, Herts.)

Kindergarten and Preparatory School for boys and girls aged 3–14 years. Fifty boarders aged 7–14. A country school near London. Fully qualified staff . . .

Governed by . . . The Froebel Educational Institute

The school has a large garden and is on the edge of Richmond Park

Headmistress : **Miss O. B. Priestman, B.A., N.F.U.**

SHERARDSWOOD SCHOOL

WELWYN GARDEN CITY

Headmaster : **J. D. EASTWOOD, M.A. (Oxon.)**

Sherrardswood was started in 1928 as an all-age Co-educational Day School. It accommodates 220 children, and is now developing a boarding side at Digswell Park, where there is excellent provision for 30 boys and 30 girls in an atmosphere similar to that of family life in a cultured home. At present, entry to the boarding house is restricted to children of ten years and over. The house is under the direct supervision of the Headmaster and Mrs. Eastwood, with fully-qualified assistance. It is an integral part of the School, so organized as to help in fulfilling the aim of Sherrardswood to train boys and girls in complete living.

Boarding fees, 55 guineas a term, including tuition.

Apply to Headmaster for Prospectus and details of vacancies.

THE GARDEN SCHOOL Wycombe Court, Lane End Nr. High Wycombe.

Boarding School for girls (4–18). Estate of 60 acres in the Chiltern Hills. Sound academic work, with consideration for individual needs. Large staff of graduates. Vegetarian and ordinary diet. Open-air swimming pool.

FEES : £130 to £175 per annum.

Principal : **Mrs. M. A. ORMROD, B.A.**

Wychwood School, Oxford

RECOGNIZED BY MINISTRY OF EDUCATION

Maximum of 80 girls (half day pupils) aged 10–18. Small classes, large graduate staff. Education in widest sense under unusually happy and free conditions. Exceptional health record. Elder girls when not entering universities can either specialize in Drawing, Design, Languages, Music, Handcraft, or take year's training at Wychlea (Domestic Science House). Playing fields, bathing pool.

Principal : **Miss MARGARET LEE, M.A., (Oxon.)**
Late University Tutor in English.
Vice-Principal : **Miss E. M. SNODGRASS, B.A. (Oxon.)**

BURGESS HILL SCHOOL

11 OAKHILL PARK, N.W. 3 Hampstead 2019

CO-EDUCATIONAL DAY SCHOOL

AGES 5 to 18

Headmaster : **GEOFFREY THORP, M.A.**

Directory of Schools—continued

THE BELTANE SCHOOL

Shaw Hill, Melksham, Wilts. Boys and girls from five to eighteen.
Good academic standards.

WENNINGTON SCHOOL WETHERBY.

Founded 1940. Boys and Girls, 8—18.

A new type of Boarding School, well-organised and efficient without losing the family quality of life. Wholesome vigorous community providing a training in disciplined co-operation and practical social responsibility. Well balanced curriculum. Graduate teachers.

KENNETH C. BARNES, B.Sc.

LONG DENE CHIDDINGSTONE, EDENBRIDGE, KENT

Directors :

J. C. GUINNESS, B.A., KARIS GUINNESS, R. G. H. JOB, B.Sc.

A group of a hundred children of all ages and forty adults, creatively concerned with education, agriculture and the arts.

PROSPECTUS FROM THE SECRETARY

PINEWOOD, AMWELLBURY, HERTS.

Home school for boys and girls 4 to 14, where diet, environment, psychology and teaching methods maintain health and happiness.

Elizabeth Strachan.

Ware 52

Edgewood, Greenwich, Connecticut.
A Boarding and Day School for Boys and Girls from Kindergarten to College. Twenty-acre campus, athletic field, skating, skiing, tennis and all outdoor sports. Teachers' Training Course. Illustrated Catalogue describes activities and progressive aim.
E. E. LANGLEY, Principal 201 Rockridge.

School for boys and girls from 4½ to 11 years

LITTLE FELCOURT, EAST GRINSTEAD, SUSSEX,

founded on the Montessori idea and aims to create the happy free atmosphere of a real home.

Particulars from the Principal

ST. CATHERINE'S SCHOOL, Knole Park, Almondsbury, near Bristol.

Co-Educational Boarding. All Ages.
400 feet up, looking on to Channel and Welsh Mountains.
Food Reform Diet.

Open-air Swimming Pool. Music. Art.

35 guineas per term.

Ralph Cooper, M.A., and Joyce Cooper.

MOIRA HOUSE SCHOOL EASTBOURNE. Telephone 210.

Recognized by the Ministry of Education.

Boarding School for Girls from 6 to 18

Principals : Miss GERTRUDE A. INGHAM.

Miss MONA SWANN.

Vice-Principal : Miss EDITH TIZZARD, B.A., Hons. Lond.

BEVERLEY SCHOOL WOLFELEE, NR. HAWICK.

Progressive Co-Education. Boys and Girls from 3 years old. Healthy happy environment. Special attention given to diet.

Entire charge and holiday arrangements made when necessary for children whose parents are abroad.

Telephone : Bonchester Bridge 2.

MOORLAND SCHOOL CLITHEROE, LANCs.

Co-educational 3-12 years. Tel. Clitheroe 3.

The children lead vital, constructive lives, doing work of high standard in a happy natural atmosphere. Food reform and meat diets. Nature cure methods. Out-of-door activities.

Co-principals : Miss D. E. King, L.L.A., and Miss A. E. Crane.

GREAT SARRATT HALL, SARRATT, HERTS.
Nursery and Preparatory Boarding School for children from birth to 10 years. Parents and school work in close co-operation. Group limited to twelve children. Qualified resident and visiting teachers. Principal : Gladys Raymond.

ST. CHRISTOPHER'S SCHOOL, Belsize Lane, Hampstead, N.W.3, has now re-opened (Boys and Girls). Head Mistress : Miss V. H. Wright. The Boarding School (Girls only) is still with Glendower School at Sydenham, Lewdon, Devon.

HIGH MARCH, BEACONSFIELD, BUCKS.
A Progressive Preparatory School for girls from 5 to 13. The school aims at giving a sound education with special emphasis on art, music, and creative activities. Miss F. H. Perkins and Miss E. B. Warr.

PENDRAGON HALL

59 Bath Road, Reading, Berks.

A co-educational boarding and day school for children between 5 and 14 years of age. Original curriculum designed to foster individual growth and social responsibility.

Also TRAINING SCHOOL FOR MARGARET MORRIS MOVEMENT (Southern Centre)

The new Theatre is being built and there are vacancies for students (aged 14 or over) who wish to make a career of Margaret Morris Movement in its teaching, medical or stage aspects. Dennis March, B.A. Sylvia March, L.R.A.M. Claire Cassidy, M.M.M.

Directory of Schools—continued

PINEHURST, Goudhurst. On the beautiful Kentish Weald. Progressive School. Co-educational 3-12 years. Sound education. Crafts. Riding. Food Reform Diet. Sun and Air Bathing. Excellent health record. Miss M. B. Reid, Principal.

BUNCE COURT SCHOOL, Otterden, Faversham, Kent. Co-educational, progressive, recognised M. of E. Prep. for School Cert. Artistic and practical activities. Healthy food from own garden. Enquiries to: Anna Essinger, M.A., Principal.

KINGSMUIR SCHOOL, Sible Hedingham, Essex. Branch of Summerhill School. Crafts, Riding, excellent diet. Central Heating. Paying Guests welcome.

THE MOUNT SCHOOL, MILL HILL, N.W.7. Large qualified staff, small classes, centre for Oxford Higher and School certificate Examinations. 30 boarders, 90 day boarders, 5-18.—Mary Macgregor, B.A. (Lond.), Camb. Teachers' Diploma.

THE FROEBEL SCHOOL, DATCHET, BUCKS. School of 40 children run on Activity Methods with support of Parents' Group. Small group of weekly Boarders 5-6 years of age. Week-end escort to and from Waterloo. Miss Underwood, N.F.U.

STANWAY SCHOOL, DORKING. Home and Day co-educational Preparatory School to 14 years. Nursery Class. Specially designed building on high ground. Education as an atmosphere, a discipline, and a life.

Directory of Training Centres

MATTHEWS-SURFLEET SCHOOL of Speaking and Writing. Lessons (correspondence also visit) 5/- each in public speaking and writing. Help also to young people, foreigners, stammerers. Public speaking classes 1/6. Dorothy Matthews, B.A., 32 Primrose Hill Road, London, N.W.3. PRImrose 5686.

THE CHARLOTTE MASON METHOD (P.N.E.U.). For the education of children (ages 4½ to 18) at home or in schools (including overseas). Apply Director, Parents' Union School, Ambleside

POSTS VACANT AND WANTED, etc.

RATES: 1s. 3d. per six words. Minimum 18 words. These charges must be prepaid and copy received by the FIFTEENTH of the month preceding publishing date.

THE ENGLISH NEW EDUCATION FELLOWSHIP (E.N.E.F.) requires the services of an Organizing Secretary in January, 1948. A capable organizer is sought, with knowledge and experience of education, and ability to promote the aims of the Fellowship through personal contacts, public speaking, and the writing or editing of articles and reports. The post offers an exceptional opportunity to a person with educational vision and ideals to co-ordinate and forward the work of progressive educators in the English Section in association with the International N.E.F. The salary initially offered is on the scale £400—£25—£600 per annum, plus expenses. Applications stating experience and qualifications and the names of three referees should be addressed to Mr. H. Raymond King, Wandsworth School, Sutherland Grove, S.W.18, within two weeks of the appearance of this advertisement.

UNIVERSITY COLLEGE, LEICESTER. Places available in (1) The One-Year Post Graduate Teachers' Training Course, and (2) Social Studies Diploma Course, two years for non-graduates. Details from the Registrar.

ELMTREES SCHOOL (see *Schools Directory* advertisement). Vacancies in January for Matron and Assistant Matron. Some training or experience required. Very happy friendly atmosphere and staff co-operation. Salary according to qualifications and experience. Apply Principal.

BEDALES JUNIOR SCHOOL, PETERSFIELD. Wanted in Spring Term (or January) a young teacher (male) to take a group of boys and girls 10 years, and games. Apply to the Principal.

PUTLANDS RESIDENT NURSERY SCHOOL, Old Heathfield, Sussex. Small family group of children 2 to 5 years in ideal home surroundings. Vacancy for two children to complete group. Long or short stay. Zillah Brown, N.F.U., and Thulla Marriott. 'Phone: Heathfield 293.

DUDLEY TRAINING COLLEGE, Castle View, Dudley, Worcs. (Principal, David Jordan, M.A., B.Sc.). Applications are invited for the following posts in this co-educational College: (1) Lecturer in Art and Craft (Man or Woman). New rooms for Art and Craft are being erected. (2) Lecturer in Physical Education and Health Education (Man). Salaries in accordance with revised scale for Lecturers in Training Colleges. One post may be resident for a single man, if desired. Good qualifications and varied teaching experiences are essential. For further particulars apply to the Principal, to whom completed applications should be returned within a fortnight of the appearance of this advertisement.

ABBOTSHOLME SCHOOL, DERBYSHIRE (Independent Boys' Boarding School). Required in January a resident Master to take charge of Physical Training and to do a few periods of form subjects. Burnham Scale. No accommodation for married man. Apply Headmaster, Abbotsholme School, near Rocester, Uttoxeter, Staffs.

ABBOTSHOLME SCHOOL. Required in January, Master to take charge of the workshops (Wood and Metal work). Resident post for bachelor. Further information may be obtained from the Headmaster, Abbotsholme School, Rocester, Uttoxeter, Staffs.

WANTED TO RENT School in Home Counties and/or near sea and hills. Holiday periods. Permanent arrangement considered. Box No. 346.

HOLIDAY STAFF. Wanted helpers for house parties, young professional people, cook and *au pair* helpers. Box No. 347.

EAST OR SOUTH AFRICA—Lady member E.N.E.F., University trained, 8 years teaching and social work, wishes opening. Write Box No. 342.

INDIAN STUDENT (male) desires accommodation within reach of London University; part board. Write Box No. 350.

THE NEW ERA

IN HOME AND SCHOOL

UNDERSTANDING YOUNG CHILDREN

PARENTS DO MATTER

G. A. LYWARD, *Chairman, The Home and School Council, Director, Finchden Manor Clinic and School.*

THERE have always been people who were good at telling others how to bring up their children. Perhaps good is not the right word. Anyhow, it is a sobering thought to those who have been called upon by virtue of their special experience to lecture or write about children.

It is easy to lecture *at* parents, given certain conditions. First, forget that parents are human beings who get tired and depressed or have private ambitions, hopes and disappointments, or who themselves have parents. Second, ignore the fact that parents have other things to do besides looking after their children—ignore, that is to say, the baker, the butcher, the ration book, the door-bell, the furniture, father's employer's liver, and so forth. Thirdly, overlook the state and its necessary demands on all those problems concerning the one and the many) and also the conflicts and anxieties that arise out of local conditions and frustrations. Last, forget that young parents are still young. It will then be easy to talk *at* them.

The writers of these articles met together and pondered over the importance of the parent: discussed how they could make sure that they would encourage anxious and harassed parents and not merely scare them: planned how to write so that each should weave a thread into the whole pattern. It is, I think, highly important in these days of increasing co-operation between school and home that people should know with what sense of responsibility—and with what willingness to learn—those who have made a really prolonged study of child development approach the parent.

Parents do matter. When the institution child is in trouble he generally responds in a distinctive manner to those who try to help him, a manner different even from that of the child whose home has not been markedly happy or secure. When he is obviously incapable, he talks alarmingly about being independent and succeeding 'on my will power'. Then, indeed, he shows how isolated he is and calls us back to contemplate all over again what it means to 'belong'. It is inevitable that everybody engaged in child guidance shall have much to say at times about adult possessiveness and the fetters which it can lay upon the child, but there are times when we do well to remember the true love that can be stirred by, or flow through, the word 'my'.

When a child says 'My mummy' or 'My daddy', or a parent says 'My Johnny' or 'My Betty', in the particular tone of voice that indicates 'security', we know that the emphasis placed upon 'my' is not a sign of possessiveness but of something ineffable. I recall my arrival years ago at a clinic where I was greeted by a three-year-old who was lying in bed in plaster. 'What's your name?' said the child and then quickly, 'My name's Billy and I've got a mummy and a daddy, I have'. Was he afraid that seeing him there I should think he had not *got*—did not possess—a mother and a father?

All the big things that happen to children relate back in varying degree to this experience of 'my mum', 'my dad'. And all the articles that follow are intended not so much to teach parents 'what to do and when to do it' as to help them to appreciate the basic and fundamental facts about the child's life that actually result from his being somebody's child and possessing this particular mum and that particular dad—and ultimately this particular aunt and uncle and this particular teacher and friend.

I have recently been trying to help two young men who as children were not able to say that with any proper abandon. As far as they know, all they want now is 'things', especially money. They dare not yet be called upon to discover their real need because, being unable to accept what is now available, they would suffer unbearably.

Persons and things. Children who are happy with 'my mum and my dad'—I do not apologize for repeating myself because we have

CONTENTS

THE FIRST SIX PAPERS IN THIS ISSUE WERE GIVEN IN A COURSE FOR PARENTS, TEACHERS AND SOCIAL WORKERS, VERY CAREFULLY PLANNED AND ARRANGED BY THE NURSERY SCHOOL ASSOCIATION OF GREAT BRITAIN, 1 PARK CRES-CENT, LONDON, W.1.

PARENTS DO MATTER —G. A. Lyward	Page 197
BABIES ARE PERSONS —D. W. Winnicott, F.R.C.P.	199
SPONTANEITY AND CONTROL —Emanuel Miller, M.A., F.R.C.P., D.P.M.	203
LOVING AND HATING —Ruth Thomas	207
PLAY AND IMAGINATION —Edna Balint	211
LEARNING AND TEACHING IN HOME AND SCHOOL —D. E. M. Gardner	213
SOME CHILDREN'S BOOKS THIS CHRISTMAS —Geoffrey Trease	217
THREE NEW PERIODICALS FOR CHILDREN —L. E. Ucko	220

dire need to find out how to help those who are orphans and bereft—are not given to hugging things in lieu of people. They can play with the world of people and things. They will treat persons as things and things as persons while, secure in the possession of parents, they develop from one phase of growth to another. The other children cannot play at all.

Just because the parent and the child 'own' each other in the mysterious sense I have indicated above, there is set up between them more significant tensions than can exist between the child and any other person. Development comes about through tensions of the right kind. The writers in this series of articles will be happy if they have thrown light upon the inevitable tensions and shown how creative these are if quietly and confidently understood and lived through.

The aggressiveness of a three-year-old, jealousy of the new baby—these, for instance, are not bad. Yet how often a parent has to be reassured and encouraged to follow his or her 'natural' feelings and not to moralize confusedly because of something said by the woman next door. This is particularly true about untidiness of certain kinds and in connection with certain children. Parents do sometimes show a strange sense of values which are bound to strain the relation between them and their children, producing unnecessary suffering through tensions which are entirely uncreative.

The parent and child are attached. Attachment involves a pull. These articles are intended to help parents to keep calm when the tugs come. The inevitable, the natural tug is a different thing from the tug resulting from (say) too high a standard on the part of the adult, or a failure to recognize hate as the 'other half' of the child's relationship with somebody upon whom he is dependent.

A deeper appreciation of the reasons why parents do this or that 'naturally' will enrich their doing and ensure that they really act and do not just react. Action is creative whereas reaction is almost automatic.

The next five papers will take you through the stages of growth of the young child, describing what he does and something of what he feels at each stage. Each will be helping you to look at the child as he is

at the stage he has reached and each will in various words be saying to you '*do not be endlessly preoccupied with what he will be later on, give him his NOW*'.

When the child is inside his mother he is, in a sense, in a prison, and when as an infant he is wrapped warm and comfortable, he is still, more or less, in a prison. As he develops, he comes out of prison. Parents can provide, indeed they can *be*, the atmosphere in which the child can emerge from his successive prisons into daylight. Release cannot come through a moralizing approach to the child, nor without a sense of timing. It is not only what you do that is of vital importance, but when and how you do it—particularly, perhaps, the tone of voice you use. One sometimes meets with toneless, hard parents, who are afraid to move one inch beyond a set of rules. You can tell by the tone of their voices that they are not alive. These are the parents who alarm me most, and these are the parents who leave their children flat and dull or sullenly rebellious.

In the next five papers you will hear about the various phases through which the child passes during his growth. These phases do not follow one another successively. The child has never finished with one before beginning another, there is always an overlap. Sometimes when a new phase sets in we are delighted, but immediately the child seems to slip back into an

old one, and we tend to be disappointed. Our disappointment would not arise, I think, if we were content purely and simply to observe what was happening.

If we allow our children to go back they will come forward all the further. I remember a two-year-old jumping down one step several times, and then saying: 'Daddy pretend I'm a little baby'. His father said: 'All right, come on baby', and what happened? The child immediately jumped down two steps. A child who is free to go back will come forward, and young children and adolescents, too, need an atmosphere in which they can go back and forward, freeing themselves. Parents can learn to create this atmosphere if they are patient, and if they know it is a thing worth learning to do.

Adults so often say: 'You ought to have got past that by now.' The question is not whether the child ought to have got past some particular kind of behaviour—the fact is that he *has not*, and if the parent cannot meet and accept this important fact he will jeopardise his relation with his own child. The real secret of good parenthood lies in maintaining relations.

The mother alone can know her baby. All subsequent experiences of being known—and how vital this is to belonging—will depend for their fruitfulness upon the early and unique knowing of 'my mum' (her knowing of me, my feeling for her). Out of this will emerge the capacity for a poised life, of spontaneity and control, because true knowing (true loving) will not work tyrannically upon the three-year-old who is easy game.

I would like, if I dare, to suggest to readers of this number who have started with my foreword that before they read the articles which follow they write down and ponder over the titles in terms of 'knowing'. Knowing is a holding of the child ready for movement. If the child can move adequately he will pass on to a life of spontaneity *and* control, to one of loving *and* hating; to play, which again is two-way movement between unconscious pretence and 'let's pretend'; and so to a school life (let us hope in an activity school) which shall be an extension of his previous lovely schooling at home; and thence towards a day when he will know even as he was known.

A JOINT MEETING

has been arranged

by the

**Association of Headmistresses
of Preparatory Schools and the
National Froebel Foundation**

to be held in

**The Theatre, King's College,
London, at 5-30 p.m. on
Tuesday, December 30th.**

Speaker: Mrs. LANGFORD

In the Chair: Dr. LAWRENCE

Subject:

**Modern Trends in Teaching at the
Primary Stage.**

Babies are Persons

D. W. Winnicott, F.R.C.P.

Physician, Paddington Green Children's Hospital ;
Physician to Child Dept., Institute of Psycho-analysis

THE main idea running through this issue of *The New Era* is that the *human being's development is a continuous process*. As in the development of the body, so in the development of the personality, and in the development of the capacity for relationship, the process is a continuous one, and no stage can be missed or marred without ill-effect. Health is maturity, appropriate to the age. This is obviously true of the body if certain accidental diseases are left out, and in matters of psychology there are practically no reasons why health and maturity should not mean the same thing. In other words, in the emotional development of a human being, if there are no hitches or distortions in the developmental process, there is health.

This means, if I am right, that all the care that mothers and fathers take of their infant is not just a pleasure to them and to the infant, it is also an absolute necessity, without which the baby cannot grow up into a healthy or valuable adult. In matters of the body it is possible to make mistakes, even to allow rickets, and yet rear a child with nothing worse than bow-legs. But a baby deprived of some quite ordinary but necessary thing, such as affectionate contact, is bound, to some extent, to be disturbed in his emotional development, and this will show in a personal difficulty as the young person grows up. This sounds better the other way round: as a child develops and passes from stage to stage of his own complex internal development his parents can know that their good care has been an essential ingredient. In so far as any of us are reasonably mature or healthy as adults, each one of us must recognise that we have had a good start given us by someone. It is this good start that I want to try to describe a little—this basis for child care.

The story of a human being does not start at five or two or at ten months, but starts at birth—and before birth if you like.

Each baby is from the start a person, and needs to be known by someone, and no one can learn to

know him better than his own mother.

These two statements take us a long way, but now, how to proceed? Can psychology tell anyone how to be a mother or father? I think this is the wrong way round. Let me, instead, take some of the things a mother naturally does and try to show a little why she does them.

What a Mother does, and why

What does a mother do when she picks up her baby? Does she catch hold of his foot and drag him out of his pram and swing him up? Does she smoke a cigarette with one hand and grab him with the other? I think she tends to give him warning of her approach, that she puts her hands round him to gather him together before she moves him; in fact, that she gains his co-operation before she lifts him from one place to another, from cot to shoulder. Does she not then put him up against her with his head snuggled in her neck, so that he may begin to feel her as a person?

Why does she take all this trouble? Because of love, because she has developed a maternal instinct. What a lot this means only in the technique of handling a baby:

- (1) giving the infant warning,
- (2) gaining his co-operation,
- (3) gathering him together,
- (4) taking him from one place to another and with a simple purpose that he can understand in his bones.

The mother also refrains from shocking him with cold hands, or from pricking him when she pins up his napkin; and in the same way she avoids making him the victim of her own impulsiveness. Infant care, like doctoring, is a test of personal reliability.

The mother does not involve her baby in all her personal experiences and feelings. Sometimes he yells and yells until she feels like murdering him, yet she lifts him carefully just the same, without revenging herself on him—or not very much.

It may be a day when everything goes wrong. The laundry man calls before the list is ready. The front door bell rings and

someone else comes to the back door. Mother waits till she has recovered her poise before she takes up her baby, which she does with the usual gentle technique that the baby comes to know as an important part of her, as he comes to know her mouth and her eyes and her colouring and her smell.

Over and over again one deals with one's moods, anxieties and excitements in one's own private life, reserving for baby what belongs to him. This gives him a foundation on which he can build an understanding of the extremely complex thing called human relationship. The theme running through my whole paper is that the mother *adapts herself* to what baby can understand, and that this is just what he needs; and she adapts herself to him especially at the beginning, at a time when he can appreciate only the simplest possible circumstances.

I could describe mothercraft at great length, but to help at all I must try and explain a little why it is that a mother takes all this trouble. Mothercraft may be taught and even read about in books, but the mothering of one's own baby is entirely personal, a job that no one else could suddenly take over and do as well.

The good mother takes trouble because she knows that if the human baby is to develop well he must have good mothering by the one person who has come to know him, and who is his whole world in so far as he appreciates external matters.

This does not mean that a baby of a few weeks knows his mother as he will know her at nine months or a year. In the very first months certain aspects of mother and the techniques of mothering are all-important; only gradually does the baby see his mother as the whole person she is. But we know that she is needed continuously as a whole person, because only as a whole and mature human being can she have the love and character required for the task.

I once risked the remark: 'There is no such thing as a baby'—meaning that if you set out to describe a baby, you will find you are



Audio-Visual Methods in Teaching

EDGAR DALE

An authoritative new book embracing all aspects of a subject of increasing importance to educationists. The three parts deal in turn with the theory underlying the use of audio-visual methods, the various types of materials, and lastly, with classroom applications and administration, evaluation and preparation of materials. This book will prove valuable to teachers and invaluable to students of teaching.

546 pages.

30s. net

Mathematics for Modern Schools, I.

T. H. WARD HILL, M.A.

In this course all branches of mathematics are treated together and shown in their true relation to everyday life, the problems and examples being within the experience of the average pupil. Special features are the very complete treatment of graphs and the introduction of tables and ready reckoners.

272 pages.

6s.

Four-Freedoms Histories, I.

(Ready shortly)

S. A. WILLIAMS, M.A., and
R. C. WILLIAMS, B.A.

The main purpose of this series is to show that history is the record of men's struggle to obtain the Four Freedoms which make life worth living. The books are profusely illustrated with maps, line drawings and photographs of places of relevant historical interest.

166 pages.

4s. 6d.

All prices subject to revision.

GEORGE G. HARRAP & Co. Ltd.
182 HIGH HOLBORN,
LONDON, W.C.1.

describing a *baby and someone*. A baby cannot look after himself, he is essentially part of a relationship.¹

Classification of Needs

I will try to classify some ways in which a mother is needed.

A. First I want to say that the mother is needed as a live person. Baby must be able to feel the warmth of her skin and breath, and to taste her proffered milk. This is vitally important. He must have full access to her body. Without this the most learned mothercraft is useless.

It is the same with doctors. The value of a general practitioner in a village is largely that he is alive, that he is there and available. It takes years to learn to be a doctor, the training may absorb all your father's capital; and then you discover that the really important thing is that the village feels that you are there. Your physical presence meets an emotional need. As with doctor so with mother.

Psychology and physical care join here. During the war I was with a group of people who were discussing the future of the children of Europe. They asked me for my advice as to the most important psychological things to do for these children as soon as the war was over and I said: 'Give them food'. But they said: 'We don't mean physical things, we mean psychological things'. I still felt that giving food at the right moment would be catering for psychological need. Of course, if physical care means having a baby vaccinated this has nothing to do with psychology. A baby cannot appreciate your concern lest smallpox should become rampant in the community—though he can become aware of the doctor's attack on his skin. But if physical care means the right kind of meal at the right temperature at the right time (right from the baby's point of view, I mean) then this is psychological care too. I think this is a useful distinction. The things that a baby can appreciate, however much they seem to be simply related to his physical needs, are at the same time fulfilling his psychological needs.

In this first way of looking at things the baby depends on *his mother's* existence for *his* existence.

B. Secondly, mother is needed to present the world to the baby.

Through *her* comes his introduction to external reality, to the world about him. He will be struggling with this difficult matter all his life, but especially does he need her help at the start. Many mothers may never have thought of infant feeding this way; certainly many doctors and nurses never even dreamed of this aspect of it. This is what I mean.

Imagine a baby who has never had a feed. He gets hungry and he is ready to conceive of something, but he doesn't know what there is for him to expect. If the mother at this moment places her breast where the baby is ready to expect something, the baby gets the illusion that this real breast is exactly the thing he expected. He sees, smells, tastes, and the next time he may hallucinate that very breast. A thousand times before he is weaned he may be given such an introduction to external reality. A thousand times he has been enabled to feel that what he got was what he wanted and, therefore, he develops a belief that the world contains what he wants; he has hope that his own inner reality corresponds in some respects with the external reality in the world at large.

Successful infant feeding, therefore, is an essential part of the infant's education. In the same way, the other way round, the infant needs mother's reception of his excretions, her acceptance of a relationship expressed in excretion terms, before he can contribute and create by conscious effort.

I must add here an important thing—the mother's job of *disillusioning*. When she has given her baby the capacity for illusion and he has come to believe that the world at large holds roughly what he wants, she will then have to take him through the process of disillusionment, which is a wider aspect of weaning. Gradually she must enable the child to see that though the world *can* provide something he does want, it will not do so automatically, or at the very moment when he wants it. Temporarily the mother has put herself out for the child; he has to become able to acknowledge his past dependence and to be able to accept both points of view—hers as well as his—and so consent to be weaned. The mother

¹ The title of the late Merrell Middlemore's book *The Nursing Couple* implies this, with intention.

cannot deprive the child of herself (wean him) unless she has first meant something to him.

It is not my intention to say that the baby's whole life is wrecked if he and his mother have failed to set up his good relationship *at the breast*; but we do know enough about this early relationship to be concerned over it. Of course a baby can thrive on the bottle, given by anybody with reasonable skill, but he can develop emotionally only in relationship with one person, who should, ideally, be his mother.

In extreme cases, if this relationship does not develop, you get a splitting of interests at a primitive level. Half the infant's time (in these extreme cases) he will be complying and taking his food from whoever offers it, and the other half of his time he will be living in an entirely fantastic inner world of his own, which has no relation to external reality. The actual relationship with his mother in a favourable case constitutes for the baby a bridge between internal and external reality, between fantasy and fact.

Philosophers and artists know a great deal about this bridge-building between internal and external realities. An artist, when painting a landscape, will have a sudden heightened sense that something has come from inside to meet what he sees outside, and that the two can be fused in his picture. He will go to great lengths to achieve this experience over and over again.

I could develop this theme which has always intrigued philosophers, but enough has been said to make clear what I mean, which is that if all babies could be dictators at the very beginning, there would be fewer dictators among toddlers and many fewer among adults.

What is needed for this second part of the craft of mothering? You almost need to have been a well-cared-for and well-loved infant yourself, at the start of your own life. You must know the world as a good place and so want to introduce it to another.

It is a complication that, if you give your infant better than you had yourself, you cannot but resent it. This sounds a very pessimistic statement, indicating a crescendo of failure. But we are facing in the world to-day a problem of an increase of mental difficulties which we are trying to counter by

increased knowledge. Perhaps I should have said that it is *unconscious* resentment that causes trouble because of the fact that it is unconscious. If people really know that they themselves had a bad start, and also know that they are bound to resent the fact that they are giving their infant better than they had themselves, they may be able to manage. After all, we do not have to *act* on resentment, but if resentment is there, unknown and unacknowledged, it is likely to give trouble.

Inner Development

C. Now I come to the infant's need for his mother to provide a proper background so that he may progress with his inner development. His personality is beginning to develop, and this development is a highly complex matter.

Fortunately it is not necessary for the mother to know everything about the process. Nevertheless, she has some knowledge, else how could she know what to do, as I have said, when she lifts up her baby? She knows intuitively, partly through having made the journey through babyhood herself, partly through imaginative identification with her own infant.

For one thing, a baby does not begin as a whole person, *from his own point of view*. We see him as a whole though diminutive human, but he is for himself simply a collection of variable impulses, parts of body, thoughts and sensations. The meaning of the phrase 'going to pieces' is clear enough. In insanity (or for all of us when we are tired) there is such a thing as disintegration of the personality. So with babies. They have not yet become integrated, or they only feel integrated at special moments, for instance, when eagerly sucking, or when in a rage. It is in his mother that an infant first builds himself up as a whole person.

Babies have no very clear idea that they live in their own bodies either. You know what a person looks like when he is 'miles away'. Infants at first feel all over the place—up there in the corner of the ceiling in that butterfly, or perhaps entirely concentrated in the big toe that pokes out from under the clothes and waggles. An infant does not start with all the sanity we adults take for granted. He starts with a collection of things

The Pilgrim's Progress

by JOHN BUNYAN 12s. 6d. net

A new beautifully produced illustrated edition of one of the world's greatest books, with sixty auto-lithographs by Clarke Hutton.

"The S.C.M. Press is to be congratulated. . . . Both in typography and in illustration, this book stands far above the average."—*Guardian*.

Children's Hour Prayers

Selections from the Weekly Broadcast by JOHN G. WILLIAMS 4s. net

Derek McCulloch (Uncle Mac) contributes a Foreword to this little book, which will be eagerly welcomed by hosts of children and their parents who have listened to these prayers in Children's Hour.

A Book of Little Things

by BARBARA PRIESTMAN
With 28 illustrations in colour by Mary Gernat 2s. net

This is the latest title in the famous *Bible Books for Small People* series. These delightful little books are well tried as a means of interesting small children in the Bible. There are seventeen titles and we keep as many as possible in print all the time.

My Own Picture Prayer Book

Edited by NAN DEARMER
Illustrated in full colour by Nora S. Unwin 3s. net

A lovely little book for the child of 3 to 5. "A charmingly produced book, the coloured drawings are a joy."—*Sunday School Chronicle*.

S C M PRESS LTD.

56 Bloomsbury Street, London, W.C.1

that built up into sanity. It helps this development if he can feel that *his mother* is a person.

When mother picks up her baby she instinctively gives him a chance to come away from his thoughts back into his body, gathering him together, gradually gaining his co-operation. She has the satisfaction of feeling him a person on her shoulder, and that helps him to feel her as a person.

It is not necessary to be clever to know these things, but it is necessary to have imagination.

Acting Out Fantasy

D. A baby needs his mother also for the acting out that he will want to do; someone to love and hate, someone to control, someone to give to, to hurt, to mend. With her, the baby can find out gradually what really happens when he is excited or in a rage, and compare it with what he imagines. His mother controls the world he is in—his world. She can keep it at the right degree of complexity because she knows him. She can prevent the door from banging when he is at the breast and neighbours from bursting in when he is being

bathed. She can prevent complications which make the baby bewildered. Only she can know how simple the world must be for him to understand it and, as he grows, just how complex a world he can take in his stride, and therefore needs. She helps him in an essential way by keeping his world simple and enriching it at a suitable pace. How can anyone but the mother know him enough for such a task, and how can this sort of thing be carried through by more than one person?

In an institution no one person is really responsible for building the bridge between the child's internal and external realities, neither for the giving of illusion nor for disillusionment. Where one child is doing well in an institution, you are almost sure to find that the matron or one of the staff has had some special sympathy for that child, and has virtually adopted him. She will be doing the little well-graduated things, which would otherwise be left undone, and which *cannot* be left undone for a baby without harm, without creating a liability to mental breakdown at a later date.

In an institution five different

people may be feeding a baby, bathing him, picking him up, potting him and putting him to bed. If he is naughty in the morning and hurts someone, he may just feel nice and loving in the evening, but someone else will be there, not the nurse he hurt earlier. If the mother is there all the time the baby can soon pick her out as the person who knows him and all his ways, moods and needs.

The mother who is looking after her own child knows him well enough and he knows her well enough. In this setting all the various phases of infant development to be met, so that the child can face the complexities of still further progress.

Inter-Personal Relationships

E. And now I come to the whole subject of inter-personal relationships, the problems of love and jealousy, and of the rich and real fantasy life of the toddler. A mother watches each child's developing relation to father, to near relations, to other children. I need not do more than mention these things, because they are dealt with in the papers that follow.

Emotional Problems of Living

O. SPURGEON ENGLISH and GERALD H. J. PEARSON

A clear and comprehensive discussion of emotional disturbances in childhood, adolescence and adult life. With the final concluding section on methods of treatment, parents, teachers and others have here a sane, balanced, helpful book that will go far to resolve the neurotic disorders of our lives.

16s. net

Infants Without Families

D. BURLINGHAM and ANNA FREUD

"A fair but absorbing case for and against residential nurseries To parents, teachers and all child lovers we say—a book to read and digest."—*Head Teachers' Review*,

"A valuable contribution to educational research."—*Teachers' World*. 4th Impression. 5s. net

The Barns Experiment

W. DAVID WILLS

"A record of a courageous and stimulating experiment the basic success of which is not in doubt. If there is overstatement, it is that of an enthusiast whose sincerity is abundantly evident."—*The Times Literary Supplement*.

"An illuminating record, tragic in some ways, heartening in others, which all young workers should read."—*The Observer*. 2nd Impression. 8s. 6d. net

GEORGE ALLEN & UNWIN LTD., 40 MUSEUM STREET, LONDON W.C.1

Spontaneity and Control

Emanuel Miller, M.A., F.R.C.P., D.P.M.

THE dictionary says that spontaneous activities are those which grow naturally, without cultivation. If that is really the meaning of the word, then there is in fact no creature which is spontaneous and no activity which is produced without some measure of external control. The child is not composed of a series of independent attributes, but is determined by the forces of heredity and environment. He is born with an apparatus for metabolism and growth and cannot branch out on his own—he cannot at three weeks begin to become a giraffe; he has to go on being human. When the germinal mixture takes place his physical and probably to some extent his emotional and intellectual endowments are determined.

The body itself is a system of controls, a series of processes nicely balanced. Spontaneity, as such, does not exist.

The psycho-analysts in their observations of the child in analysis and at play, have found him to be a creature of turbulent instincts, but even these instincts are not without surcease. His hunger is appeased; he does not eliminate all the time, he sleeps to wake. There is apparently a design and order in these desires and their fulfilment.

By control we mean those forces and influences from without, which seem to act on the child who calls for certain kinds of gratification. The child's very need for food, elimination and sleep is subjected to external control so that they may be without evil social consequences or, at any rate, without conflict with the remote purposes of the mother and the nurse. If we are to view the child's spontaneity with understanding, we must first try to understand better the meaning of control.

We must regard these early external controls as a most important subject, since it is they which give a measure of freedom to the child, so that he may finally become a citizen of a community. We have to consider both inner and outer control, but at the beginning of the infant's life most controlling forces come from outside. Whilst

he was in the womb, he lived in such harmony with his mother that we can suppose that being subject to control was almost at zero. There were processes in the foetus which were peculiar to it and processes in the mother's body which were peculiar to her, but these were in a state of balance.

At birth the child has become a creature of an external environment (of his internal environment we know very little and can only make the wildest guesses). He has become a member of a social field. His life space is no longer the womb, but the world, though a limited one at the outset. At first, it is his mother's arms and his cot, and his mother will deliberately keep his life space as much as possible like that of the womb, so that the world may not break in upon him too rudely, so that it may not be too much for him.

From the moment he is born the child is subject to controlling forces. He must breathe in a new way; he must take his food in increments, and we cannot be sure that these increments are to his liking. He may want to be ravenous at a time when his mother does not wish to be molested. This is the beginning of the control mechanism of life. Outer controls begin to limit his life's expression, whilst at the same time he is expanding his life's space. The child kicks at random, trying for a bigger life space, trying out the spaciousness of his cot and of his mother's arms, finding limits. So the battle is already set.

How are controls built up? What is the natural history and family history of the average child? At birth he lives under his own steam, but his control comes from his mother. He is conditioned by time, subject to the clock. The mother is clock-wise and the child, at first, anti-clock-wise, and this is probably one of the greatest causes of suffering for the infant. The way in which the mother handles the child's private time makes a great difference in his development. Whether or not he can make an easy transit from phase to phase, depends on the love relationship between him and his mother. The degree of control he

can accept is balanced by his mother's loving care. The 'you and me' of infant and mother is the primary social relationship and unless it is a love relationship the child will start off on the wrong foot. If the child is secure and loved he can make a benign acquiescence to our temporal order.

The handling of the child, even in a primitive society, is to some extent mechanised. He is strapped to his mother's back so that she may be free to labour. But given the attitude of the primitive mother it is the child who determines a time order. He quirks or cries and he is given the breast. His mother's breast must seem to him a cornucopia, always ready, always full. He is strapped to her back which constitutes a motor control, but he himself controls the timing of his feeds. The small infant in a primitive society seems to bear a grin on his face—one often sees it on the faces of infant negroes—and perhaps this expresses their sense of a happy relationship with their mother.

If the child is to accept any measure of control, he must feel its reciprocity—'you and me' in a common enterprise. At the breast the infant has a feeling of love and an understanding of his mother's love.

The infant's three main activities are feeding, sleeping and elimination. The mother controls his hunger, his rest and his cleanliness, and these three controls are permeated by social values. By the mother's control techniques in these three spheres, the child is being made a member of society. He is learning to eat nicely; he is learning to sleep and not look bored or isolated; he is learning to be clean and so socially acceptable. Through her techniques, the mother brings to bear upon the child her own social values. It is true that in exercising these three controls she has scientific support. The child needs to be fed, needs to rest, needs to eliminate. But the ways in which these scientifically founded techniques are imposed possess a pattern which is divided from the needs of the child himself and which appertains only to the needs of



NEW GIFT BOOKS FOR CHRISTMAS

FOR GIRLS

Golden Pavements

Pamela Brown

A sequel to the same author's *The Swish of the Curtain*, so popular in the Children's Hour. (8s. 6d.)

The Concerns of Cecily

Janet Grey

A school story by the author of *The Advent of Anne*.

Castle in the Sun

Hilda Brearley

The author of *Island Farm* has placed the scene of her exciting new story about the Macleod children in France.

FOR BOYS

Warden of the Wilds

L. C. Douthwaite

The fresh exploits of Warden, the popular Canadian "Mountie".

Lightweight Honours

James W. Kenyon

New adventures of Jerry Webb, Lightweight Champion of Great Britain.

FOR THE VERY YOUNG

Christmas at Timothy's

A new "Jennifer book." Devised and photographed by Gee Denes, creator of *Jennifer Goes to School* and *John and Jennifer at the Zoo*. Story by E. M. Harris. Illustrated throughout with colour photographs.

Each 7s. 6d. net.

RECOMMENDED BY

THE SOCIETY FOR SEX EDUCATION AND GUIDANCE

How Life is Handed On

CYRIL BIBBY M.A. M.Sc. F.L.S.

"An admirable introduction to sex teaching by an author who has made this difficult subject his own. We have no doubt that it will be welcomed and widely used."—A.M.A.

"A very useful book for teachers and parents who wish to give their children a clear and sound explanation of reproduction and related matters. The book is abundantly illustrated, which adds much to its value."—*Biology*.

Illustrated, 2s. 6d.

With notes and suggestions, 3s.

Baby Care

MARGARET MYLES S.R.N. S.C.M.

An eminently practical manual by a Sister-Tutor with wide experience of the problems of mothers and babies. Illustrated with photographs and line drawings. 2s. 6d.

society. An extreme example of techniques of control which were remote from the child's own needs was the Truby King method. Based on his experiments with cows, he devised a feeding technique which was, for some years, imposed on many infants and which is now happily falling out of favour.

There are many different types of control which lead to trouble. The only proper basis of control is a balance of acceptance and giving on the part of both mother and infant. The parent loves and gives orders and so she and the child grow into each other's ways. An organic relationship is built up which is both psychological and biological. In her relationship with the young infant, the mother tries to keep the umbilical cord unbroken or at least to substitute for it a pipe line and a spring tap.

This growing relationship is sometimes disturbed by the child's own turbulence. I saw a little boy recently whose whole attitude to his mother changed at the birth of his brother. He refused everything that his mother gave him, and from being a very well disposed child, he became obstinate and

demanding. This change started as soon as his mother's pregnancy was obvious, with the change in her size and appearance, with her ceasing to be able to lift him and with the intrusion of a nanny. The balance of give and take between him and his mother broke down; he began to wet his bed and mess himself; he would not allow his mother out of his sight and made constant demands on her—in fact he became a tyrant. In this case the control system broke down because the child was feeling neglected and because he felt that the reciprocal relationship between him and his mother had itself broken down.

I saw another little boy recently whose control system broke down because of his father's disappearance. The father had played an important part in the child's life and when he had to go away to hospital for a few months the child felt that the mother had hidden him or more likely had kicked him out. This child, too, lost control of his functions.

From these two examples we see how labile and variable is the capacity for control. If the outside

world gives the child the feeling he has been cheated, he reverts to pleasure-giving spontaneous reactions. If you ask the parents what is the mood of their children when they revert in this way, and whether they seem to be unhappy, you will usually hear: 'It's a funny thing; he has greater temper tantrums and he looks occasionally depressed, but at other times especially when he is in a rage, or is messing himself, he looks definitely happy'. This looks as though children may feel a certain nostalgia for the ways they enjoyed but have given up; it looks as though the breakdown in control has liberated something and as though they enjoy this indulgence.

Anna Freud, with her inimitable honesty, described a case of hers in which, whilst she was relieving a child of his anxieties, he behaved at home so turbulently that the parents were alarmed at his tyrannical behaviour and his extreme dirtiness. It looks as though spontaneity of action makes for a very pleasurable existence and this should make us examine very carefully what we are doing as parents, as between spontaneity and

BASIL BLACKWELL

ACTIVITY IN THE PRIMARY SCHOOL

M. V. Daniel

"She shows a mastery of her subject that is both rare and refreshing. Her analysis of the possible types of organization, and the advantages and disadvantages of each, at once inspire confidence. . . . The second part of the book, descriptive of experimental work in schools, is preceded by an excellent series of photographs. The projects and experiments are described in great detail, the situation of the school, its accommodation, equipment, organization, and plan of work being sketched in first, while syllabuses, time-tables, and progress of projects, materials used or made are included in the body of the narratives."

—*Times Educational Supplement.*

La. Cr. 8vo. Illustrated. Second large impression.

10s. 6d. net.

A FARM IN CEDAR VALLEY

A. S. K. Davis

East Africa, the land of the Great Rift Valley and the Great Lakes, is full of dramatic possibilities for the storyteller. The author, with first-hand experience to draw upon, has made full use of them in this exciting real life story of an East African farmer.

Illustrated by Alan Blyth.

La. Cr. 8vo. 6s. net.

COME IN

Olive Dehn

A day in the life of an ordinary family, delightfully told, and with illustrations "full of character and humour" by Kathleen Gell.

Cr. 4to, colours throughout.

7s. 6d. net.

BASIL BLACKWELL OXFORD

control. What is to be our criterion of ultimately variable behaviour? The very early life of the child is a combat between turbulent desires and controlling forces. He is obliged to accept control in return for many goods.

At a certain point a fundamental change comes over the life of the child as regards his attitude to order. Sometimes this change takes place very early, even during the second six months. We cannot here go into the question of exactly when it occurs, but anyhow a new chapter opens in the child's capacity for accepting control not later than eighteen months or two years. This is a vital point in the child's development. How has it come about?

From this point onwards the child accepts control, not under duress and not merely because it comes from a good source whose care and love he needs, but because the child begins to identify himself with the good things of life. The controlling force thus becomes internalized. The good mother is taken into the child and becomes part of his growth. The mother's acts, laws and prohibitions become

part of the child's own. If he could he would say: 'Your law is now mine. I love what you give; I love even the limitations you impose. You have become a shining light inside me. I can control myself now by taking you inside me'. It is as though an habitual thief were to say to the magistrate: 'I know I can never control myself, but I have a very nice flat in my house. You come and live in it and then you will be able to control my doings from the inside'.

The child at this stage has taken in a lodger, a mentor, who has become a part of his own internal economy. He begins not only to accept the laws of the outside world, but to accept those of something inside him. There is the still small voice of conscience—not in the biblical sense, since the voice has no high ethical quality. It is almost a physical thing, a lump inside him. He may regurgitate his milk, or regurgitate his food, not because it seems to him bad, but because he thinks he has taken in something he does not deserve. His problem now is how to take in the good and dispose of the bad, and

this problem constitutes a real battle, with effects on conduct.

If his feeling for his parents is largely one of admiration, respect and love, the object which he has taken inside him will be largely good. He will have a good conscience, prepared to accept limitations which become self-control.

The child who is on good terms with his own internal control will have a surplus of energy left for spontaneity over and above the energy he spends in controlling his instincts.

This inner control may become too excessive. Goodness and love have the weight of a law giver and the child has to obey, but he obeys at a price. His inner controls are often very tyrannical and his behaviour may become too perfect; he may become too good a child. Such perfection suggests a constriction of natural processes.

Sometimes a child will try to resolve his battle by conforming with one person and rebelling against another. He may be compliant with his mother but very aggressive at school, and a mother is often much puzzled and comes anxiously for guidance asking: 'Is

he split? At home he pulls his socks up, is always clean, won't say boo to a goose. And yet they say that at school he is aggressive and untidy, even that he is brutal with other children'.

Another child will try to solve this battle by passivity, through excessive fear that something will happen if he loses control. He may fear that any action will become a wrong action and so he will be afraid to learn, or talk, or play. He may develop many small rituals of behaviour and if you notice a child doing his small rituals you may realize that these are intimations of an aggressive trend underneath.

A very well-groomed little boy was brought to me, very clean, who sat with his arms folded in his lap. Yet when he was able to be freely at play his play showed exceptional licence, turbulence and brutality. When I invited his mother in to see what he had been doing, she could only say: 'It's not true'. She had trained him *not* to do these things and found it hard to believe what she had produced.

Children whose inner controls are too harsh always show the effect in their play. They are afraid to be curious, they feel that there is danger in expansiveness; their play is niggardly, destructive, not constructive.

Signs of a happy inner control also show in the child's demeanour, though they are difficult to describe. Such a child will have a tendency to give back. Originally he has taken much from his mother; now he can afford to give back. He has an ungrudging relationship with her and others. He has what we might call a distributive good-will, a surplus of ungrudging friendliness; he is not retentive but is willing to co-operate.

Control in the young child is of two types. (1) Control over his own impulses. (2) A control which enables him to meet external requirements. The second comes later when the child's own ego is established. Through a rich experience the child begins to master his own interplay with the external world. He can measure out his impulses and fulfil external requirements. (1) represents his early moral nature and (2) his early social nature. The child with the easy conscience may not grow into a heroic person but he will be a

good person if only by enlightened self-interest.

How, then, are we to relate the two halves of my title, Spontaneity and Control? What is left in the young child's life of unimpeded activity, independent of controlling influences? Much has been lost during these first two years of training, but the child whom we describe as having a good conscience can wander and play carefree because he has a surplus energy over and above what he uses in external and internal controls. Spontaneity arises when the child has attained a contented mastery over his own impulses, because as we know from the metabolism of the child, the healthy child has a surplus of energy.

There is a theory that play is the result of surplus energy. It is not an all-sufficing theory, but it does contain a grain of truth. In the happy child surplus and exuberance can be associated with constructive acts. He is not concerned with revenge but with building up. He does not sit mooning over his thoughts, but can fulfil them in action. So he will enjoy not merely controlling others, but co-operating with others to build together. Such a child can use his surplus for communal ends.

Sometimes an over-active turbulent child is mistaken for a spontaneous one, but it is not hard to distinguish between them. The activities of the former have something monotonous about them; they are canalized, almost obsessive. He keeps on dancing around, playing the same game with the same toy in order to get rid of an excess of tension. At the same time his anxiety will show itself in queer little actions. Some depressed children are turbulent and over-active.

They are always a'doing, but there is something dull and mournful about their activities.

We must distinguish between controls from without and controls from within. The problem of the internal control of the child is the proper study of the psychologist. The parents themselves can remove or modify external controls when they realize them to be too harsh.

But once the child has organized his internal controls too harshly the fat is in the fire and expert help should be sought. Some people think the investigation of childhood problems should start before the third year, because they are harder to unravel if the child has a closely woven pattern of internal controls.

The way in which the parents, and particularly the mother, handle the early controls of the child, has a very strong effect on his education and on his life as a whole. Two- or three-year-olds love to play at tunnels and caves. They love to explore, and through their movements of exploration they gain some knowledge of themselves and some power to get inside themselves. My own small boy of two was always exploring behind and under carpets and clocks and investigating crannies. This kind of exploring curiosity abated, but at puberty it has become the seed of all his learning, through which he can make new acquisitions of interest and knowledge. It is a good thing not to scotch the curiosity of the young child, for one day it will expand into discovery and knowledge. It is a good thing so to leaven our first necessary control of his activities with love and understanding, that he may learn to master himself and take charge of his own life.

THE MORAL ASPECT OF EDUCATION

One-day School, Saturday, December 6

at

The Ethical Hall, 4a Inverness Place, Queensway.

3 p.m. LEAH MANNING, M.P.: The Minimum in Moral Education

6 p.m. H. J. BLACKHAM: A Programme for Moral Education.



Tickets (inclusive of tea) 3/6 and further information from

THE ETHICAL UNION, 4a INVERNESS PLACE, W.2

Loving and Hating

Ruth Thomas

THE importance of a good relationship between parent and child is constantly and rightly stressed, but I wonder how much is read into this term 'personal relationship'. Do parents, in fact, think of good personal relationships as essentially only loving ones? If this is so, then I would present a different conception and insist that a family relationship is in fact a love-hate relationship. This is a much more difficult conception to manipulate in practice, and we are therefore all prone to idealize the loving family where hate relationships apparently do not intrude. Certainly in this way we can avoid the hard work of facing the inevitable unpleasantnesses in our own and our children's natures. In the long run, though, it only makes us more despondent over those real situations which often are very far from being loving.

To take the matter on to quite neutral ground, I shall relate some stories about children in a residential nursery. In such a nursery, given the opportunity, children have the same feelings for their nurses which more fortunate children reserve for their mothers. One night a nurse refused to wash Dickie's chair because it was late. He was angry and said: 'I will cut you into little pieces, then you won't be a pretty girl'. This might be termed a story of hate, but the child's love for the pretty girl is clear enough in the phrase. Another child went to the station, eager to meet his nurse who was returning from a short holiday. He saw her get off the train with her young man, and in a fit of rage over some trifle at supper, he said: 'Go away. I don't want you any more. Go back to your man in the train. No! I'll push you in the pond, then you can't go anywhere'.

Things like these are said in every family and most mothers are not very proud of this behaviour. But I think we should be as open as we can about this hate situation with ourselves and with our children. If all children behave in this way then there is no shame in admitting it. If, too, a child realizes that there are moments when every child hates his parents, he gets a chance to gain and keep a sense of propor-

tion about his own goodness and badness.

When I asked a child recently why he was being so unfriendly to another, he answered quite simply: 'Because I don't like him this morning'. It is a very fortunate grown-up who can still feel his emotions as simply and directly as this. For the most part we cannot because we have been taught so firmly that loving is the only right emotion. Faced with the bewildering mixture of love and hate and the rapid alternation of these in our tenderest relationships, we remember only that it is not right to hate and spend precious energy in denying the fact that we do so. But the whole point of having a mind is to make use of it, to let it show us exactly what is there, to show us the motor that will run us over as well as the sweets that are good to eat. Only in this way can we decide how best to deal with situations as they arise. In the same way a mind that is a good reflector will tell us no lies about our own feelings and so leave us in no doubt about what we want to do. Only in this way can we keep our impressions of the state of affairs around and within us clear enough to make adjustments which are sound and sensible, and which will work in the real world. To teach children to pretend to themselves that they are loving when in fact they are hating, sets up a vicious process of distortion. It is as if a navigator were to break his compass quite early in his journey.

But more than this. Once a child forfeits his confidence in his own spontaneous feelings, his efforts to conceal and forget them may destroy his happy loving as well as his forbidden hate. I remember once being sent as a small girl to spend a day with a friendly neighbour. She happened to have a visit from her sister, and I was most impressed to hear the grown-ups calling each other Elsie and Edna, and wished I could do so too. I said quite frankly I thought I would and was told that little girls do not call big ladies Elsie, but must say Mrs. Smith. I felt I had overstepped myself and in return had been humiliated, and determined that no one should ever know. In the

Educational Psychologist, National Council for Mental Health

evening my mother asked me the usual questions about the day, but I was tongue-tied and could say nothing. Once I began to talk I felt all roads would lead to Elsie, and above all I wished to conceal and forget that. So if hate is hidden, all other true feeling is hidden too, and real personal relationships become impossible. All that remains is a cautious façade.

The relationship between parents and children is not one of friendship. It is a wild and passionate relationship in which the child wants all of the parent and the parent finds it all too hard to stand a little apart from her child. Nevertheless I should like to quote a few lines from Clutton Brock's admirable essay on friendship, for its clear relevance to our theme. 'A man is your friend', he says, 'not because of his superiorities, but because there is something open from your nature to his, a way that is closed between you and most men—you and he understand each other as the phrase is'. In family relationships this openness is the true test. The effect of unacknowledged hate is to bind up and deplete the forces of love.

In family life the emphasis is sometimes on 'I'll cut you up', and sometimes on 'pretty girl'. That is what makes it both so difficult and so absorbing. The child must learn to come to terms with these opposites so that he can modify his behaviour and still keep the way open for close and true relationships. The aim is not, in fact, to give free rein to all feelings of love or hate and it is certainly not to allow all the vicious ways of 'cutting up' to be indulged in freely. Instead it allows the child from the first his opportunity to focus all these opposite feelings on one person and learn, as he achieves the necessary voluntary control, to modify one set of feelings by the other. There is the example in Dr. Winnicott's paper of the institution child who hated his nurse in the morning and wanted to make it up in the evening—when, unfortunately, she was no longer on duty. The child in the family is luckier. He can bring both emotions to play on his parents so that when he is hating them he can remember how he has loved them, and when he is at the



Learning is an Active Process

IN the new series of Nature Study films, distributed by British Instructional Films, the child's natural curiosity is stimulated and guided by carefully filmed sequences showing the principal features of the structure and movements of various zoo animals. Planned as an integral part of the oral lesson, these films are among the first of British Instructional's new releases.

BRITISH INSTRUCTIONAL FILMS LTD.

IN ASSOCIATION WITH **PATHE PICTURES**

Mill Green Road, Mitcham, Surrey.

height of his love for them he can remember other feelings which do not fit into this idyllic situation. The parent who can accept this from her children is leading them to understand the reality of human relationships. They will be less likely to over-idealize their loves and hates which is a very good preparation for effective living. Life's most rewarding dividends are paid to most people, not on the investment of grand passionate loves and mighty hates, but on a sound reality sense which enables them to get close to real people.

Developmental Stages which affect the Growth of Love and Hate

It is now generally realized that kindness and tolerance in the handling of children's education is not enough. Children have passionate needs which emerge in different forms from year to year. Not only must each need be helped to satisfaction as it arises, but at appropriate times in each stage the child has to learn to abandon his satisfactions and modify his instinctual wishes for reasons which he is often too young to appreciate or concur in. The parent's function, therefore, is not only to provide

satisfaction, but to frustrate and thwart the child in the interest of growth and maturity. Each instinct needs to be pruned and clipped back at the right time and in such a way that the child will pass on to other instinctual satisfactions without feeling suddenly deprived and without his harbouring resentment over what he is leaving behind.

Timing would seem to be outstandingly important. How can the mother time the necessary frustration so that the child will be spared feelings of hatred against her for depriving him of something which he strongly desires? In short, how can she give satisfactions and then take them away, and still help the child to keep a balance between loving and hating?

Every instinctual process has its period of maximal forcefulness, but there is also a period when the child becomes ripe to discard one kind of satisfaction for the next stage, earlier needs receding gradually until they are finally outgrown. In this way suckling needs recede as weaning gradually takes place. The character traits of impatience and greed characteristic of early feeding take longer to outgrow, but

they too in time give place to orderly feeding. The complete dependence of the child on the mother, his clinging and demandingness, have their period of greatest urgency and gradual waning. A mother who can seize on the time when her child is ripe for change and only then introduce the necessary frustrations has largely solved the educational problem. There is one useful principle to guide us in this question. Only when a fresh instinctual interest has arisen which adds new pleasure to the child's life is it wise to urge him to give up earlier pleasures. A baby has few but intense instinctual satisfactions. As he grows he multiplies the objects of his interests. As his interests expand he can tolerate frustration of his earlier needs.

A vexed question in this country is the timing of cleanliness training, which is begun in America in the middle of the first year, and on the Continent at about a year. Our prevailing practice is to impose it almost from birth. It is now becoming more widely known how great a strain we impose in this way on a very young child, one of whose few instinctual pleasures is gained from the organic sensations of urinating and excreting. There is consequently a growing recognition of the wisdom of deferring training till the end of the first year when the child has developed sufficiently in knowledge and feeling to wish to go along with us and to please us, and until he has acquired so many new powers of pleasing himself in other ways, that this and earlier deprivations do not leave him pleasureless and starved.

We have now at our service an organized body of knowledge to guide us in imposing the necessary frustrations on young children so that we may successfully accomplish their education without shock, and without raising such violent conflicts that they are burdened with acute feelings of hatred, rooted in too early or too sudden deprivations for which they can as yet find no compensation. We know with fair accuracy when it is safe to wean a child from his successive interests. We know, too, that gradualness is important and that slow change is educative and sudden change traumatic. We know, too, something about the order in which the child's interests and character traits arise.

There is, for instance, the stage of acute obstinacy in the second year. A mother may react in one of two ways to this phase. She may say: 'This child is opposing his will to mine. Unless I teach him here and now who is the stronger, where shall we end?' Or she may say: 'Here is a child who has been very dependent on me. How extraordinary that he should now be moving out to impose his will on mine'. The first mother in opposing her will to the child's, may nurture what she desires to put down, namely the spirit of pure opposition in him which thrives on conflict and a tug-of-war. In this way it is possible permanently to strengthen and prolong the child's pleasure in hatred and opposition for their own sakes. The second mother wisely refuses battle, so emptying the spirit of opposition of most of its satisfaction, leaving it to pass of itself in a fairly short time.

Every aspect of the child's early training has its effect in this way on his power to love and hate in all the new situations which he meets. Good training helps him to meet these with a gradually maturing reality sense, so that they call out in him feelings which are adequate and legitimate in the circumstances. Faulty training on the other hand builds up a hate slant on life, with which the child is forced to prejudge all experiences that come to him.

The child's natural curiosity about his own body and his wish for sexual knowledge to help him solve the problem of birth, and his sensing of the parents' hidden relationship, is another important milestone. Much can be done to bring this preoccupation into the open and prevent the frustration which ends in brooding and quarrelomeness if the parents are willing to share their knowledge with the child at an early age. Sometimes I have had to advise a parent to make this step in circumstances when it seemed to me that it was just the absence of this knowledge that was giving rise to distressing behaviour difficulties. I am always struck when the parents report again and again how much more loving the child becomes soon after.

The child's struggle to deal with his jealousy of the parents' relationship to each other, which so frequently comes to a head with the birth of a new baby, is another stage with momentous effect on his

capacity to love and hate. It seems very important to be able to accept the little girl's wish to take her mother's place in the family as a natural one, to be admitted and talked over with the child as simply as this: 'I know you would like to have daddy all to yourself and I think you would like to have a baby of your own'. It is equally important to make clear to the child that though we understand and sympathise with her wishes, they can have no chance of fulfilment till she is grown up. 'Little girls can't really take their mother's place', interfere with the parents' many arrangements like sleeping, conversation and some outings and pleasures; 'They can start learning to be mummies now and when they are big they will have a husband and babies of their own'.

I suppose one of our commonest dangers here is a tendency to match the child's competitiveness with a counter-competitiveness of our own. This is not unnatural when we see how persistent children can be in trying to outdo us. I remember a child who strove to outdo her mother's attentions to the baby in a most provocative way. If the mother came in from shopping com-

plaining she could get no tomatoes, the little girl would say: 'Oh, Miss Joy (her name for herself as mother of her doll) got all the tomatoes she wanted this morning and gave them all to her baby'. If the mother said something had gone wrong with the geyser and there was not enough water for a bath, the little girl would say: 'Oh, Miss Joy has plenty of hot water and has given her baby a lovely bath'. So she followed every detail of her mother's care for the new baby and went one better at each point. The mother often said impatiently: 'Oh, Miss Joy is just too clever for me'. The child's competition grew stronger till the parents came to see how desperately in earnest she was about the matter. They realized, too, the pathos of the child's situation and her sense of inadequacy. So the mother began to say instead: 'I can't quite manage this. How does Miss Joy do it?' Both parents helped the little girl to compensate herself for her terrific feeling of frustration and to express her jealousy. Now she was able to say openly: 'My baby is better than your baby, because I want it to be better'. Then she would give the whole situation away by adding:

The **Nation's Livelihood** *Books*

General Editor :

W. J. WESTON, M.A., B.Sc.

These four books provide excellent background material for project and activity work. They could be used as a complete scheme for an activity based on Extractive Industries (i.e., Mining, Agriculture, etc.), Manufacturing Industries, Distribution and Commerce, and the Social Services. Together they present the complete framework of modern life in Great Britain, and they are ideal for use with young people between the ages of 11-15 years.

HIDDEN TREASURE

Britain's Extractive Industries
by H. M. Findlater, M.A. (Cantab.) 2s. 9d.

IN WORKSHOP AND FACTORY

The Manufacturing Industries
by George H. Holroyd, M.A. 3s.

DISTRIBUTING THE GIFTS

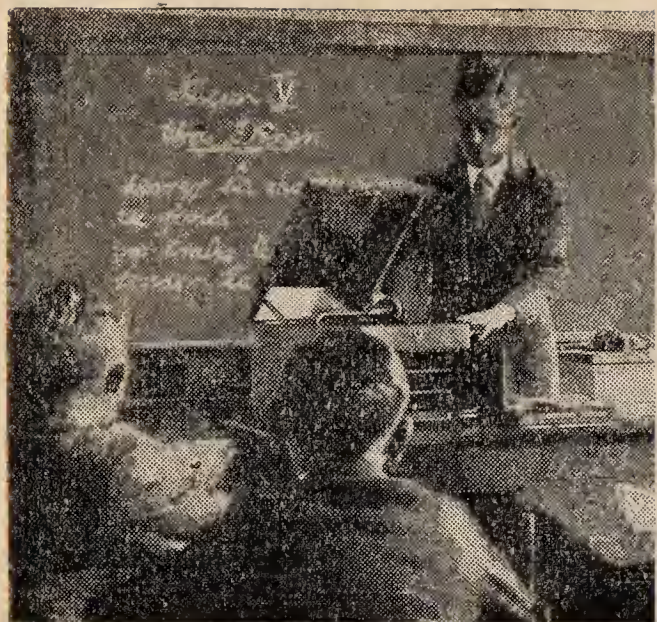
Distribution and Commerce
by A. H. Thomas, B.Com. (Lond.) 2s. 6d.

SERVING ONE ANOTHER

The Public Services
by W. J. Weston, M.A., B.Sc. 2s. 6d.

PITMAN

Parker Street · Kingsway · London, W.C.2



LINGUAPHONE — a boon to Master and Pupil alike

A Linguaphone Course, by giving unlimited repetition of the language on a carefully graded series of gramophone records, spoken flawlessly by expert natives, is a boon to teachers and pupils alike. The teacher is relieved of much wearisome repetition and the students are taught the language as they learnt their own. Linguaphone provides material for all forms being graded in speech and subject matter.

Accept this Free Trial Offer

Test the records and judge for yourself. The coupon below will bring you a booklet which gives full particulars of Linguaphone and will enable you to have a course free for a week.

Linguaphone Language Records are used in over 11,000 Universities, Colleges and Schools throughout the world.

COURSES in 21 Languages

including

French, German and
Spanish.



LINGUAPHONE FOR LANGUAGES

(Dept. A.5)

Name
(Block Caps.)

Address

To the Linguaphone Institute,
(Dept. A.5), Linguaphone House,
207 Regent Street, London, W.1.

Please send me, post Free, the Linguaphone
Book. I am interested in the.....
Language for :—

Elementary classes ☐ Adult Group study ☐
Advanced Classes ☐ Private study ☐

(I have/have no gramophone).

'One day I shall have a real baby of my own, won't I?' The child finds her own key to the management of the love-hate situation once we help her to recognize it for what it is. One can say, for example: 'I think you're cross because we have a baby, and it isn't yours,' or 'Baby makes you rather cross this morning, doesn't he? You don't have to like him all the time, you know, and you don't have to like me all the time. When this road is kept open the child's tremendous capacity for loving is never again lost sight of for very long.

One final point. In suggesting that it is a wise thing if *our* toleration can lead the child to tolerate his own hate feelings, I am not suggesting that we leave him quite free to act these out in his own spontaneous behaviour. When a mother says: 'You don't have to love me all the time or to love the baby', this in no way precludes the ordinary disciplining of his *actions* which every parent undertakes. It needs to be *said* that the child must not hit, damage or injure, and that hate often has to be felt without violent action resulting. With our help the child finds, little by little, appropriate modifications of his primitive violence which bear a close relationship to his maturity. Then, as Dr. Emanuel Miller has said, controls will not be too harsh in the strain they impose. I remember a boy of three who spat at one whenever he was angry. He was told he did not have to like everyone but he must not spit at people. I was very pleased when a few weeks later he rushed out of the room in a temper and began spitting on the floor at the end of a corridor all alone. I do not claim this as a high achievement in education, but at the time it was all the child could manage in the way of modifying his actions. It speedily led in fact to his giving up this form of behaviour entirely.

Of another child the nurse reported: 'David is improving. When he is angry he no longer screams, but picks up something and hurls it across the room'. One little girl who was angry with her nurse held her chair threateningly above her head. 'I'll hit you hard with this'. To this the nurse replied: 'Well, then I'll get hurt'. The child turned at once to a cupboard and banged it instead with her chair. She then made friends at once with

the nurse. Once, after a nurse had scolded a small boy, she gave him some peanuts to be shared with a friend. The boy replied: 'I won't be your boy any more and we won't eat your nuts, will we, Jimmy?' 'Yes we will', said Jimmy. 'Then I shall talk about you in bed', said the first little boy, not, after all, a bad modification to make. Children also learn to play out their hate and these steps have to be waited for.

If these modifications are made too quickly and on idealistic standards of education dictated more by our own dislike of aggression than by the child's powers of control, we may cripple his forcefulness of purpose and make him crumple before the ordinary oppositions of life. We may, in fact, deprive him of the power to preserve himself in future. In order to do this he needs perhaps only a mild weapon, but he does need to be able to say: 'Look, I don't like being destroyed'. He needs to be able to ward off aggressiveness by the simple process of insisting on being preserved. The mother who denies the child's right to hate may take away from him this possibility. She also leaves him without the driving force to insist on the preservation of his *work*, his *ideas* and his *purposes*. In this sense we cannot win a war or a peace, an election or a campaign for better services for children without aggression. When we handle a child with this principle in view, hate does not remain an enemy of the child's happiness and social usefulness, but changes into forms which can consort with loving.

I quote once more from Clutton Brock's essay on friendship, for the gist of what he says about men and friendship may be applied to parents and children and the incalculable relationship between them: 'It is because a man is your friend and you like him so much and know him so well, that you are curious about him. You are, in fact, an expert upon him and like to show your expert knowledge. And you are an expert, because in the warmth of friendship, his disguises melt away from him, and he shows himself to you just as he is. Indeed, that is the test of friendship and the delight of it, that because we are no longer afraid of being thought worse than we are, we do not try to seem better.'

Play and Imagination

Edna Balint

A GREAT deal is now known about children's play, because for workers in nursery schools and child guidance clinics children's play has become in some sense the focus of their work. I want to select from this knowledge points which are likely to be most useful to parents and in particular to try to consider play from the non-professional and very different point of view of the mother. For her, her children's play is not work; it is one of her chief relaxations and most real family intimacies.

The children's attitude to their own play at home is different from their feeling about it in the setting of the school and the clinic, because there is a difference in the relationship between child and mother, child and teacher, child and therapist.

A parent treats her child in moments of play as a centre of her life, perhaps as a fulfilment of certain needs unfulfilled in her own life. She gains emotional satisfaction from her child through identification with its emotional development possibly by means of a recapitulation of her own childhood's emotional stresses and strains. Play at home can be *openly* ambivalent—it can be fully aggressive and loving, displaying that mixture which Ruth Thomas explains in her paper. What do children do by and with their play? How and why does it fulfil such needs? What do we learn about a child from the nature of his play?

IN the child guidance clinic one of the first things a play therapist considers is, how far can this child play? During an intelligence test, the psychologist is not only interested in the results of the test, but also in how far the child uses the test material for his own purposes. For example, young children may be asked to build with blocks or to thread with beads. One child will use the material exactly as suggested, another will use the blocks as trains or cars, or the beads as people causing collisions, regardless of what is asked.

The same sort of thing happens at home. During a pause between courses at table a three-year-old

will use a spoon as a car and his knife and fork as a garage, in and out of which the car will be taken. If he is disturbed at this play, by an over restrictive mother or nurse putting back the spoons and forks and talking about table manners, the child will be visibly disappointed. On the other hand, he will be reassured if the mother or nurse at the same time respects his own fantasy and accepts it in terms of his reality.

Any parent could give endless examples of the opportunities children will give for the sharing in their fantasies and of how this leads to increased knowledge and intimacy. A child's fantasies are real in a way that 'pretend' games from an adult are not. They have a spontaneous life from inside. An adult may try to get down to the child's level and fail; but if he waits the child will bring him his fantasies and he will be astonished at their real creative force and at how often they take on a serial form and continue from day to day and week to week.

A little girl called Mary had an imaginary companion, Dobbibus. Mary had been much disturbed by the birth of a younger brother, but Dobbibus at first and for a long time had no baby brother. Then she had a brother called Hoover, who was a black boy and lived in the trees, and only later Dobbibus had a second brother John who was an ordinary little boy and lived in the house. Here we see a child using fantasy as a means of accepting external reality. It had been a shock to Mary to have a young brother, so Dobbibus had no young brother for a long time, and then only Hoover who lived in the trees and only after sufficient time had elapsed for the reality to be accepted did Dobbibus have an ordinary brother like Mary's.

Many children have these fantasy companions and behave exactly as though they were there, in reality, leaving room for them on the pavement when they go for walks and keeping places for them to sit at table. These are perhaps extreme cases, but most children have such fantasies and one is often struck by the creative force and the impera-

tive nature of such play. If the grown-ups do not accept the importance of these fantasies, the child will become more secretive about them and will continue with them even more urgently.

PLAY to a child is not mainly a relaxation as it is to us. We put our feet up and may or may not listen to the Third Programme, but in childhood play is a vital necessity, an assurance of life.

We see here a link with what Dr. Emanuel Miller says about the ways in which children conquer trouble—about the clock-wise mother and the anti-clock-wise baby, and about how the mother in her handling of her child's private time can help him to make a benign acquiescence in our temporal world. One of the ways in which children make this benign acquiescence is by conquering time in their play. Through it the child can move backwards and forwards in time. A little boy on a rocking horse can be father going to town to earn pennies for mother *and* young baby brother being rocked in his mother's arms. He can be both these things at once and can go on being them for minutes and hours. As adults we only have a similar experience in our dreams. But except to an analyst or to someone under analysis, or in moments of exceptional stress, our dreams do not seem real or important. A child feels and knows that his play *is* important. He can share it with others, not necessarily in words, for children talk to each other in play as we do in words.

At the child guidance clinic recently a seven-year-old who had been with us for some time was playing when another new seven-year-old came in. They played together as though they had known each other for years at hidey-holes and Indians and pirates. There was practically no speech between them, but their play was so perfectly adapted to each other that it was almost as though they were talking in a language we did not know.

Similarly, children can insult one another in play. There is sometimes a sudden cry in the nursery, for which we can see no reason but

Kent Child Guidance Service,
Borthwick Training College

which denotes that a real insult has been given and received. For example, a child will draw a picture of a shared house and leave out another child. There will be a wail: 'He's drawn our house and left me out'. This will be known and felt as an insult by both children.

Similarly, a love relationship can be established between two children, equally imperceptible to us. I remember a girl of two and a half playing in her nursery when a little boy of four came in and took away her bucket and spade, her most treasured possessions. His mother scolded him and tried to make him give them back, but you could tell that the little girl was *pleased*. The boy had liked and taken something that was *hers*. She woke up that night saying: 'Boy calling me'—still pleased about something which she felt mattered. She was at the stage of being very much in love with daddy which had spread to all boys. She would sit quietly by an unknown boy in the park and would begin very quietly to pat his knee. At about this time her mother and father were working together in the garden, when the little girl drew her father down to her and gave him a kiss and whispered: 'You *are* old enough, aren't you?' meaning, of course, 'I *am* old enough, aren't I, to love you?' 'Just you and me'. The mother understood this fantasy relationship, but she took no part in it, knowing that she was not damaged in reality. It is difficult for some parents to understand the difference between the child's fantasy and reality. Some mothers will ask on such occasions: 'You do love *me*, too, don't you?' Without knowing it some parents insist on reality-truth and are quite unaware of inner reality. Such parents, of course, make it harder for children to accommodate themselves to the love-hate relationship of which Ruth Thomas speaks.

Children's aggressive play (the way in which they will love a doll and smack it, not for the doll's own good, but with real elemental force), explodes the myth that children are angels. In one nursery school training college in the U.S. incoming students were expected to watch the playroom through a one-way screen, so that they could see the children unseen. They were encouraged to notice fully the children's highly sadistic forms of

play before deciding to take up this work.

I THINK that many of us as ambitious parents are tempted to push the child into reality too early. We tend deliberately to use his play as a bridge to knowledge. Play-ways are a useful means of enabling the child to learn the three R's, good manners, etc., but it is a travesty of the potentialities that play really has. Play is a fundamental means by which the child learns, not only facts and good manners, but to understand life.

Susan Isaacs describes in her *Social Development of Young Children* how, by their overlapping fantasies, children begin to understand that other children exist.

One little girl at the clinic (the adopted child of elderly parents, who had never had much of a home) would play at tea parties, birthday parties, with very elaborate food (oral fantasies have great emotional significance). The other children realized her need and played up as members of her elaborate tea parties.

I remember an interesting example of overlapping fantasies in a boy and a girl of four, only children who had both been brought to the clinic for night terrors. The boy had a particularly strong aggression against his father, and would arrange car smashes in the sandpit and accidents in which it was always a big man who was drowned, squashed, killed. He was a very gentle child and one often sees an extraordinary amount of aggression in the real play of these gentle children. One day he drew a picture of a house in which he said he lived with his mother and a nurse. Down at the bottom corner of the picture he drew a pond in which an extraordinary looking man was standing, with only his head and arms out of the water. Between the pond and the house he drew a raging fire, so he was well guarded from his father, by the pond and then by the fire. The little girl looked at the picture and said: 'Oughtn't there to be steps from the pond to the house?' So he carefully drew steps round the pond and beyond the fire up to the house. I think that both children felt that it was all right getting rid of father in fantasy but that one must have a loophole. They were both very happy in this common understanding.

Sometimes one child wants to draw another into his fantasy in a role that the other child does not want at all. The first will expect the other to be a bus conductor when he wants to be a cowboy, so that the child must either reorganize his play so as to bring in a cowboy, or must find someone else to be a bus conductor. In this way, by their overlapping fantasies, small children begin to realize that other children have a reality as real as their own.

IN watching children's play we see their joy in bodily movement. This can go further than the joy of simply using muscles. A child hiding under a table experiences a part of his joy in the feeling of his muscles crouched up. This joy may go back to a primitive time, when the forbears of the child climbed and crouched in trees. As in the game of 'Statues', when the music stops the children hold whatever position they have reached. Here the joy is in the feel of muscles standing still.

We all know children's desire to repeat behaviour—how they will go outside and ring the bell and come in and mummy will have to be surprised every time. They will often repeat a game from the beginning although each time they may go on to other more elaborate forms. All children do this, but especially neurotic children need repetition in their play for safety.

The child needs to repeat and go over the experiences which he has not properly assimilated. In his sand and water play he can externalize and repeat the experiences of his early toilet training. Neurotic children are often afraid of the feel of sand and water. They may have fear of anything that might be called 'dirty'. Dr. Emanuel Miller mentioned Truby King's rigid methods of training and of how they are falling out of favour, but even in the most gentle normal training, the child experiences things that he cannot fully assimilate and over which he must go back in play.

I think that play can be considered as having something of the function of gossip and chatter with us. When we are in difficulties we tend to talk them over in order to externalize our troubles, and if there is no one to talk to we are badly off. In the same way the child is

able to externalize his difficulties in play. He will draw what he is afraid of, in order to see and study it. He may repeat his experiences in a disguised form so that we cannot see exactly the point of his play, but yet may know enough to know roughly what he is meaning.

Play is not merely curative, it is also preventive and creative. If we try to help a child to externalize his difficulties, as the mother and the therapist do, the child, feeling that everything is allowed, is able to admit his trouble in play and sometimes in speech. He will tell you what he is doing to his dolls, and so obliquely give you a description of a 'cruel' punishing father or mother. This happens not only in the child guidance clinics, but in the normal development of his play alone. Opportunities for a little fantasy play within the family may prevent a child from becoming a case in a child guidance clinic.

In a child's drawings his play

may be crystallized and his feelings expressed. I remember a three-year-old in a nursery school who had a sore finger. She drew a figure with a head and body and legs and five fingers and five toes, but one finger was enormous and she called it 'the child with the sore finger'. We adults, when we have toothache, cannot express the whole of ourselves as a toothache in our drawings; a child can.

Drawings, too, can be a demonstration of real wishes. A child with no garden will draw a house with flowers and fruit trees. Or the drawing may represent an effort at further understanding. I remember the drawing of a very little girl—so little that she was still at the stage when children draw themselves with head, arms and legs, but not yet with a body. She drew a child in bed with a yellow scribble in the corner and called it 'God is a bright light'.

Another child of four or five had

been badly frightened by bombing. She drew a house with a crooked hole for the door, and when we asked why it had no windows, she said: 'They have been blown out'. After this she felt better. Children need to recreate an experience in order to think about it and face it.

An adult who is extremely unhappy may not be able to talk and in the same way a child who is overwhelmed by unhappiness may not be able to play. He may regress to a stage when he was unable to play. According to the degree of his need so far will his regression be.

I would suggest that the whole subject of play links up with every several subject in this series of papers. It is through their play that parents get to know their children; it is through play that controls are made bearable and spontaneity released; it is through play that the child can accommodate himself to his complicated feelings of love and hate.

Learning and Teaching in Home and School

D. E. M. Gardner

Department of Child Development, University
of London Institute of Education

THE child's quest for learning, while perhaps secondary to him is of very great help to him in stabilizing and controlling his strong feelings. Learning is useful in its own right—in helping the child to find his way about the world and to diminish his feelings of helplessness. It has been explained in another paper how young children are very much at the mercy of their aggressive feelings and are distressed to find they sometimes hate the people whom they most love. They feel that it is they who destroy and we who mend and they long to be identified with us. In their anxiety, they cling to people who are strong enough and loving enough to reassure them and prevent them from doing real damage. By identifying themselves with our loving and creative purposes they discover, not that their hate is not real, but that love is stronger, and this is a joyous discovery.

Very young children are fascinated by the interest of natural phenomena and can sometimes forget their anger when they are caught up by an absorbing intellectual curiosity. These seem big words to use about a baby, but I think they are true.

I have seen a baby of seven

months sobbing, in considerable physical discomfort and loneliness. His mother picked him up, which is usually the cure for a baby's troubles, but this time it was not enough, and he went on sobbing on her shoulder. She took him out into the garden and bent a rosebud down to him. At his interest at this coloured moving object his tears did stop. This was, perhaps, a rare instance of an intellectual interest stemming the tide of his grief when the companionship of his mother by itself had failed to do so.

This same baby, when a little younger, discovered a way of wriggling from his back to his front and then getting his arms down to his sock and pulling out the blue ribbon that was threaded round the ankle. For days this gymnastic proceeded and was a great adventure to him. Unfortunately, his mother wanted him to look pretty, so she knotted the blue ribbon tightly at the back of his sock. It was pathetic to see the concentration with which he tried to do again what he had so joyously mastered—a schoolmaster might well envy such efforts to get a wrong sum right. You could see him feeling that if he tried hard

enough to do the things that he had done before, it was bound to happen and he would get the ribbon out. When finally he failed, he sobbed. It would have been no good handing him a blue ribbon. His mother thought he had indigestion and gave him dill water, but this was no comfort for he had lost the important thing which was to handle, to find out, to master.

We should be amazed at the progress the infant makes in his first year. Think what a difficult thing he has acquired by the time that he realises that when he sucks a thumb he has a feeling in his mouth and thumb, whereas when he sucks a rattle there is a feeling in his mouth but not in the rattle. This means that he has grasped some idea of what is part of himself and what is not. Think how early he will stop crying when he hears the sounds of his food or bath being prepared: he has mastered the significance of a chain of sounds. Gesell, in his many and minute studies of babies, came to the astonishing conclusion that by the end of his first year a child has more in common with an adult than with himself at birth. One of his most spectacular achievements is his assault on language. By the time

The Bookworm's Nightmare

and other

CHILDREN'S PLAYS

F. A. LEA

These modern, amusing plays for 10's—14's were put together and performed by a group of children, only subsequently being prepared for publication. They contain many of the characters children love to assume, are all easily adaptable to a smaller cast and a simple stage.

SCHOOLS EDITION 3/6, IN CLOTH 5/-

Jason Press, 7 Noel Street, London, W.1

he is two and a half he has considerable fluency in what was, at first, an entirely foreign language. Think what this denotes about his ability to seize and retain knowledge that comes his way. If only our educational system could keep that zest for learning, we should not have adults who refuse to go to evening classes and who will have nothing to do with any but the shoddiest of plays, papers, films. If we could retain the young child's attack on learning, we should have a very alive and vigorous population, prepared to tackle the complex problems of life to-day.

Even babies can be retarded in their attack on knowledge by an unfavourable emotional environment. In institutions, where the staff is insufficient and where it is impossible for adults to spend time in talking 'nonsense' to the babies, their speech is retarded. Such children have been deprived of the joyous feeling of exchange which is the impetus of talk. Charlotte Buhler has found that their vocalizing is retarded by as much as a month in their first year—which is a great deal. M. M. Lewis, in his researches in children's speech, has established that there are more sounds made by a baby just before he begins to speak than there are in any known language. Out of these many sounds, he stumbles almost accidentally on the syllables, 'Mum, Mum', and it is the mother's own rapturous response that induces him to repeat them more

frequently than all the many others. It is the same with 'Dad, Dad'.

The parents' response to the child's learning is a very great stimulus to him. Teachers, too, who are generous in their interest in the child's progress are the teachers who ensure progress. The more intelligent children get satisfaction out of the success of learning itself, but backward children need a great deal of friendly interest if they are to progress at all—and we all need this sometimes.

WE know a good deal now about the things that are essential for good intellectual development. The young child needs adequate space and a surface on which he can be supported in his efforts to move (Flora Shepherd has remarked that the yielding cushions in a pram are less good than a firm mattress; the child needs a resisting surface on which to experiment with movement. Then he needs things to handle. The idea that there was some moral virtue in a baby's lying all day, except during half an hour after tea, with nothing to do, has, fortunately, gone. We now provide babies with things to handle. It is a pity relatives will spend so much money on baby's toys. They would do better to save it up until he is older and needs things which cost money. Almost anything makes a toy for a baby, as long as it is not sharp or small enough to be swallowed—for most of his early investigating

is done by his mouth. (I once had an earnest student who wanted to devise techniques for research on what babies will suck. The answer is, of course, that they will suck anything.) Anything he can manipulate is a toy to him, especially if it makes a noise.

We give babies freedom to experiment in their own time, resting when they want. We do not try to organise an infant's time—and give him so long for trying to get his toe into his mouth, so long to be spent in smiling at his mother, so long in resting and doing nothing. We allow them to investigate an intellectual problem for as long as their attention holds, and so the power of concentration can grow. With older children, with our five-year-olds in school, we have been much slower in learning not to break in upon their absorption. I once knew a head mistress who had a theory that the span of a child's attention was double his age in minutes and she therefore broke up the whole school day into fifteen-minute periods to the great distraction of both children and staff. We all know the muffled groan (less muffled at home than at school) that a child will give at interruptions. In this distracted world we badly need the ability to concentrate and a child's ability to do so is worth conserving.

The modern infants' school plans its time-table round long spells of occupation—we are steadily developing there the conditions in which the baby does so well. I heard of a boy from a formal infants' school playing schools at home with his brother of four. The four-year-old was drawing and the 'teacher' rang a bell to say it was time to stop. The four-year-old went on drawing and his brother said: 'Didn't you hear the bell?' The little one protested: 'But I haven't finished', to which the older one replied: 'But you *don't* finish. In our school you never finish *anything*.'

In infancy we do not make a false distinction between work and play, and this is true of the modern infant school, too. By the time he is six or six-and-a-half the child begins to feel that certain things are 'work'; but he still brings more concentration and energy to bear on what we call 'play'. To him play is not a relaxation, it is the business of life—his attitude is rather like that of the adult who is an artist

at his job. When children are tired they will rest and will perhaps turn to a more babyish form of play. But you will see a little boy 'digging a hole to New Zealand' long after he is tired. A head teacher at a modern infant school overheard two seven-year-olds talking about 'creative activities' (the words were written down on the time-table to cover the hour or hour and a half in which children did their chosen occupation). She asked them: 'What's that?' and they replied: 'Oh! That's when we work'. When children say they are 'just playing', they are getting more chance of developing intellectual zest and drive than the child in a formal infant school toiling for long periods over the 'Three R's'. Of course, a child cannot say: 'I have been developing my initiative, my ability to reason in an abstract way, my powers of co-operating with my fellows'. (Thank God!) He will say: 'It was just play'. A little six-year-old was evacuated to my home at the beginning of the war and was doing very well at school. He learned to read quickly and confidently and had many spare-time occupations, but for six months he told us *nothing* about school except that he had been playing—and once that he had done ten sums in a gas mask. Children are not good witnesses about modern methods of education; you should ask teachers about these, for a parent's interest is a great enrichment of a teacher's work.

The emotional value of play has already been discussed, but I should like to stress the fact that play is also an invaluable medium for learning. Through play the child gains much knowledge of facts, the properties of things, what a thing will do and will not do.

I once watched a little boy of two-and-a-half building a tower, which collapsed time and again, giving him bumps on his head. He came to see that it collapsed because he was putting the small bricks at the bottom. Once he had realized this he was very quick in sorting out larger bricks with discrimination and building quickly with these as a foundation.

I remember a child of one and a half at a play centre who kept on climbing into a sugar box and sitting in it with pleasure and then climbing out and trying to sit in a small toy train. He looked most

surprised when the toy train emerged between his knees, for he was unaware of the relative size of the two. It is not surprising that at this age he found nests of cubes and boxes irresistible. I do not mean that he necessarily saw the analogy but that the question of size was a great interest to him.

Satisfactory play is a medium for logical thinking. A child in one nursery was trying to make the seaside with sea and sand separate on a sand tray, and shewed clear disgust that each time the water ran into the sand and made what he called 'coffee ices'. At last he discovered that if he pushed a piece of wood tightly across, he could, for a little time at least, keep the sand and water separate.

Children develop their reasoning powers through their play, including their powers of verbal reasoning. You may remember Susan Isaacs' account of two boys building a tower apiece and arguing about them: 'Mine's going to be higher than yours', 'Mine's going to be as high as the ceiling', 'Mine's going to be as high as the roof', 'Mine's going to be as high as the sky', 'Then all the aeroplanes will come and knock it down'. Children of this age are generally incapable of such sustained logic, except through play.

I once watched a girl of four and a boy a little younger playing at house. The girl said: 'David, come and give this lady a cup of tea because she is rather young—no, because

she wants one'. She realized that people do not have tea because they are young and corrected her reasoning in her desire to make the play realistic.

Children learn a great deal about the real world for the purpose of this make-believe. You can tell from the perfect movements of a three-year-old when playing bus-man or policeman how closely he must have watched to see how they work and what they do. All sorts of questions arise from the child's dramatization of things seen, questions which later lead on to history, geography and science and the subjects he will need at school. By postponing the formal approach to these things, by encouraging the child to gather a wealth of knowledge about his own world, we run no risk of handicapping him in his later schooling; on the contrary, we ensure that he will learn better, more thoroughly and more quickly.

Mrs. Balint has explained a good deal about social learning through play and about how, through their overlapping fantasies, children first become aware of the reality and rights of others.

At one nursery school I knew two very aggressive little four-year-olds who, in six months, became really aware of the needs of others and could ask other children for what they wanted and wait until it was given. I remember they were playing cowboys once and their rope got round a two-year-old and made him fall. They picked him

STRUCTURE DRILL THROUGH SPEECH PATTERNS

No. 2: STRUCTURE DRILL IN SPANISH

First Fifty Patterns by G. A. MODE and W. SIMON

"The enterprising teacher who believes in repetition exercises should be able to use this small book to great advantage. It contains 50 common speech patterns, the English and Spanish versions facing each other. Each pattern has a number of variants so that, for example, **If only he introduces 15 common sayings: If only he hadn't left her: If only he did not always arrive late**, and so on. The phrases selected are invariably sound speech and in no way stilted, while the layout enables the book to be used for both English and Spanish students learning the other's language."

—*Times Educational Supplement.*

Crown 8vo. 112 pp. Full Cloth

No. 1: CHINESE

In Preparation: RUSSIAN, FRENCH

LUND HUMPHRIES & CO. LTD.

up, took him to a grown-up, and as the most charming gesture of all did a funny little dance in front of him to cheer him and then went back to their cowboy play. It is reassuring to a child to feel that he can be good and loving like a grown-up.

SOME years ago I did a piece of research in comparing the achievements and attitudes of the seven-year-old in five infant schools with progressive methods with those in five infant schools run in the traditional way.¹ The children were paired off carefully for age, intelligence, sex and social background, and I gave sixteen tests to both sets of children at the end of their infant school career. The outstanding difference between the two groups of children was that the social co-operation was unmistakably better in those from the five progressive schools. There was less real quarrelling and more make-believe quarrelling. The children from the freer schools showed more ingenuity and inventiveness and more expressiveness, both in drawing and in language.

The two groups were equal in the three R's, showing that the year of slavery between five and six in the formal schools has been sheer waste of time. They were equal in neatness and tidiness, although the more formally educated children had had drills in these things,

¹ See: *Testing Results in the Infant School*. Methuen, 6/-.

whereas the others had not. (This seems to show that it is more important for the child to use his hands in a variety of occupations than to be taught to use them precisely in a few.) The children from the more free schools concentrated better even on dull jobs. Indeed, the only point at which the children from the formal schools excelled was that they wrote better at six than the others did, though not at seven.

These results were, of course, very much to my mind since I had long been an advocate of the free infant school, so I was particularly careful to get the assessment of all the tests which might have depended to some extent on my judgment, made by outside people who were unaware of the purpose of the tests, or in which schools the work had been done.

In the free infant school play passes gradually into 'creative activities' or 'individual work'. At about six the child likes to feel that he is learning things and that he is being taught, and when he feels like this, we should teach him skills. But still we can build bridges between what the child really wants to know and the skills we want him to practise. For example, a whole group was immensely absorbed in playing shop, but when the teacher showed them how to do addition sums, she said: 'These will help you to be quicker in making out your bills', and when she showed them subtraction sums, she ex-

plained that these would help them in giving change.

I remember hating arithmetic when I first went to school, but my father was interested in figures and wanted to interest us in them too. He brought back sample books of wall papers with the prices on the back and we spent many absorbed Saturdays in measuring and working out costs and quantities required to paper rooms in a doll's house with the various papers.

It is a mistake, on the whole, for parents to coach children in actual school tasks, though parents can help the schools immensely by collecting odds and ends of what is needed in school in these days of shortages. It is good for the child to feel that his parents are on the same side as the teacher and are interested in what he is learning in school, and that they can discuss the same interests with him.

In the answering of questions, the parents have the lion's share. Three is considered the peak age and the questions of a three-year-old are formidable. By four the questions have grown a little easier, partly, perhaps, because the child is more sceptical of our ability to answer; partly because he is more able to turn with them to other children; partly because he is a little more able to find out the answers himself; and partly because, with his own growing reasoning power, he is more able to limit his questions within the bounds of reason.

SCIENTIFIC BOOKS

Please state interests when writing

SCIENTIFIC LENDING LIBRARY

Annual Subscription from One Guinea

Prospectus on application

H. K. LEWIS & Co. Ltd.
136 GOWER STREET,
LONDON, W.C.1

Telephone : EUSton 4282 (5 lines)

*The World's
Greatest Bookshop*
FOYLES
* * FOR BOOKS * *
*New and secondhand
Books on every
subject.*
We BUY Books, too!
119-125 CHARING CROSS RD
LONDON WC2
GERRARD 5660 (16 lines)
Open 9-6 (inc Sat)

PRACTICAL BOOK-KEEPING

FOR ELEMENTARY AND
INTERMEDIATE STUDENTS

BY

A. H. WINTERBURN, F.C.I.S.

Commercial Master, Clerk to the Governors, and Secretary of Hymers College, Hull. Lecturer on Book-keeping, Commerce, etc., under the Hull Education Committee, at the Hull College of Commerce.

NEW AND REVISED EDITION.

Crown 8vo, 408 pages, bound in full cloth.

Price 5/6 net, or post free 6/1 net.

Business says "For elementary and intermediate students, this is a valuable book . . ."
The Teachers' World says " . . . The author knows his subject and has an enviable gift of lucid statement."

A. BROWN & SONS, LTD.
32 BROOKE STREET, LONDON, E.C.1

Some Children's Books this Christmas

Geoffrey Trease

WHY is the incidence of twins so much higher in fiction than in real life? I have just been through fourteen girls' stories of contemporary English life, and my bag of twins is seven brace. Boys do not seem so fascinated by the relationship. No doubt psychologists could say a lot on the subject, and on the other questions which nag at the back of my mind after an intensive diet of this season's juvenile literature. Alas, there is neither time nor space... my desk sags under the glossy piles, I must eschew speculation and attempt a fair survey.

Primarily Pictures

First, some books which, however charming their brief text, base their main appeal on pictures. How do you feel about colour-photography? Most people feel violently—for or against. I remain doubtful. *Christmas at Timothy's* (Nelson, 7s. 6d.) has a pleasant little story by Elsie M. Harris and colour photographs by Gee Denes which almost convert me. The subjects are as realistic as film-stills and the colours gay but not garish. But *Toad Goes Caravanning* (Methuen, 5s.), another chapter of Kenneth Grahame's classic illustrated by Paul Henning, makes me wonder if this medium should be applied to delicate fantasy—do we want to see Rat and Mole as very obvious cloth and sawdust, however prettily coloured? Presumably many do, for Mr. Henning has done it before. Look out for the book, and see how you feel.

Riki the Eskimo, by Penelope Gibson (Oxford, 3s. 6d.), has about four lines of text per page, the rest being covered with kayaks and igloos, baby seals and bear-cubs, in primary colours. Recommended. *Nicodemus Runs Away*, by Inez Hogan (Shakespeare Head, 3s. 6d.), is the story of a little negro boy with a donkey and a dog. Delightful drawings, tinted in black and blue. From the same publishers come two of Mabel Betsy Hill's popular New England stories, *Summer Comes to Apple Market Street* and *Down-Along Apple Market Street* (4s. 6d. each). More text here, suited to the under-tens, but the three-colour drawings and especially the end-papers win them

favourable mention in the picture-book class. Homely, old-fashioned stuff—in the best sense.

Easy Reading

Twin Colts and *Twin Deer*, written and illustrated by Inez Hogan (Dent, 3s. 6d.), combine easy reading with lively pictures in monochrome—the colts especially should produce squeals of delight from almost any small girl, and some small boys. Gertrude Keir and Carolin Jackson have collaborated in six colourful booklets, *The Picnic*, *The Farmer*, *A Holiday on the Farm*, *Red Indians*, *The Circus*, and *Green Island* (Oxford, 1s. 6d. each). The style is as simple as 'The cat sat on the mat', but the content distinctly more interesting. Teachers would find them useful in the early stages of reading, but the pictures are so attractive that they would make popular prizes for the Christmas party—or, their limp covers rolled carefully, they would help to fill a stocking.

For the Stocking

Marjorie Anderson's *Sam* and *Sam at the Seaside*, and John Quill's *Silly Questions* (Oxford, 1s. 6d. each) will go into the stocking without any bending. Sam is a mischievous Aberdeen, and equally appealing in colour and black-and-white. Minimum of text: one page has merely, 'In he went—SPLASH!!!!' The Silly Questions are directed to animals, thus:

Who has most spots?

The Leopard said 'Crums!

I can't do sums'.

For much older children who still like stockings or require miniature competition-prizes there are the *Brief Biographies*, thumb-nail booklets dealing with people like Abraham Lincoln and Dr. Barnardo, Wesley and Wilberforce (Lutterworth, 3d. each). No pictures, mature vocabulary (e.g. 'His work would have been impossible had any of those three components been omitted from his make-up')—and well worth threepence, but not for every child.

Saints and Scriptures

How many conceptions of Christianity are formed in early years from stained-glass windows and 'gentle

Author of 'The Grey Adventurer,'
'Trumpets in the West,' etc.

Jesus' talk? Those who have long sought a more virile presentation of Christianity to children will welcome the Torch Bible Series (S.C.M., 3s. each). Geoffrey Hoyland has briefly retold Bible stories in modern English, and contemporary artists have illustrated them with (I think) varying success. I like Hans Feibusch's olive green and black decorations to *Mr. Z's Adventure*, but Raymond Coxen's pictures for *Wake Up!* are a little grotesque at times, and the yellow of John R. Bigg's mars some effective draughtsmanship by a suggestion of biliousness, doubly unfortunate since the story in question is entitled *Matthew's Party*. Also from the S.C.M. (2s. each) come *The Two Houses*, by Barbara Priestman, and *Elisha and the Lady of Shunem*, by Marion Milton, both illustrated by Mary Gernat and intended for the under-sixes. For sheer value—beautiful pictures and 48 pages each of text (ages 6 to 9)—I recommend the *Stories of the Saints* (Oxford 1s. each). Margaret Horder is the artist: she is also an artist. The various writers, Margaret Baker (*St. Paul*), A. M. Smyth (*St. Peter*), Lucy Diamond (*St. Columba*), and William D. Maxwell (*St. Andrew*), share a simple, straightforward approach based more on history than on uncritical faith. For the older child there is D. M. Prescott's *A New Idea for Tony* (Blandford Press, 10s. 6d.), in which a modern boy hears, from his story-telling grandfather, a series of real-life narratives, starting with Timothy and Paul and finishing with Florence Nightingale and a Norwegian patriot in the late war. The style is brisk and colloquial, and the attempt to relate great moral issues to the everyday life of normal modern boys seems to me not only well worth making but on the whole successful. A costly book, but it has six of those full colour-plates which have almost disappeared from juvenile literature.

Four-footed Friends

Now for the animals. Some people seriously object to the humanized, dressed-up animal in stories—I wonder if they would really wish to banish the White

Rabbit, and still for ever the Wind in the Willows? However, even these critics will approve of *Birl: The Story of a Cat*, translated from the German of Alexander M. Frey, and illustrated by Hans Fischer (Cape, 6s.). Birl is a cat of courage and enterprise—does she not achieve adventures by sea, despite the initial handicap of her Swiss nationality?—and her story is convincing. My daughter and I regret the illustrations—sketchy and squiggly and slapdash—but the wide prevalence of this style convinces us that some children must like it. In contrast with Birl, a very catty cat, we have highly humanized mice in *The Fly-by-Nights*, by Averil Newell (Black, 5s.), and *Priscilla the Paddington Mouse*, by E. M. Hatt (Faber, 6s.), both with coloured pictures and intended for much younger readers, Priscilla's adventures being set in huge type for the six-year-olds while Miss Newell's delicate little volume I should rate at two years older. Kathleen Hilken's pastel-coloured illustrations to *The Fly-by-Nights* are first-class of their kind. The mice driving their open tourer along the gutter would almost console a human motorist for the loss of 'basic'. Also for the under-nines we have Joan Kiddell-Monroe's *Wau-Wau the Ape* (Methuen, 7s. 6d.), which has the distinction of all her work (she almost but not quite manages to make the tiny puce-grey Gibbon in Bali as attractive as she did the Panda); *Trotters*, a story of piglets by Margaret Baker (Blackwell, 5s.), with silhouette pictures by Mary Baker; and *Paddy's Christmas*, by Helen A. Monsell (Shakespeare Head, 4s. 6d.), in which Kurt Wiese depicts 'a brown, bouncing bear cub named Paddy' turning somersaults down snowy mountain sides, bothering the grown-up bears who want to hibernate in peace, and finally introducing them to the admirable human institution of Christmas. This Paddy is a most cuddly creation, and his story is a safe buy.

Maurice Braddell's *Little Gorky of the Black Swans* (Cape, 8s. 6d.) is a rum book. The swans run their lake like an aerodrome, with ducks and geese enrolled as ground staff, and the whole fantastic story suggests an allegory based on Air Force life. Presumably it is intended for the over-tens, but from

time to time I get the feeling that the author has one eye on the adult reader and is giving him a sly wink over the heads of his juvenile audience. For example, to what age is this directed? '... a visit to George Bernard Owl, the wisest and most celebrated of all the Owl philosophers; the only owl who did not eat mice, but lived off nuts like the squirrels and had a plan for everybody'.

Fantasy

Now for two books which, had I classed them as picture-books, would have swept the board. Eleanor Farjeon's *The Perfect Zoo* is reprinted by Harrap (5s.) with magnificent new coloured illustrations by Kathleen Burrell. If you don't remember this story of naughty children who would not go to bed, and pelted each other with their nursery animals, and as a punishment were turned into toy animals themselves, then you are lucky indeed, because you can now have the joy of reading it for the first time in all its Farjeon wit, and of gloating over pictures which I cannot praise more highly than by saluting them as worthy of the text. Another reissue is Boris Artzybasheff's Russian fairy-tale, *Seven Simeons* (Cassell, 7s. 6d.). The prose has the raciness of the genuine folk-story, at once poetic and homely. The pictures have all the intricacy and formality of Byzantine art; they curl across the big pages in red and green and gold, conventional yet somehow intensely alive. Both these are books to treasure. There is a delightful quality, too, in Charles Duncan's nine short stories, *The Bewitched Broomsticks* (Faber, 4s. 6d.), where we can read about the dog that loved cats, the clock that made faces, the house with laughing eyes, and the duck that lost its quack. It reads well aloud.

Tough as They Come

Now for the older reader. First, the rattling yarns. I have never been able to understand why to rattle—a symptom of obsolescence in a car—should be a mark of excellence in a boy's story. But there it is. Here are those familiar characters—the pugilistic English youth who single-handed cleans up the dirty politics of a South American republic (*Bulldozer Brown*, by Steven Russell, Oxford,

7s. 6d.), and his trigger-happy compatriot in Africa who, 'the instant the first natives burst from cover' shoots 'with an accuracy born of long practice on game' (*The Missing Legatee*, by Wilfrid Robertson, Oxford, 7s. 6d.). Here, too, is the Canadian Mountie, in L. C. Douthwaite's *Warden of the Wilds* (Nelson, 7s. 6d.), with an eve-of-the-war plot in 1939—in striving to keep up with the times Mr. Douthwaite seems almost to have overshot the mark, for his German saboteurs are named Soltoykoff, Krafshanko, and Marsark. In a very different class is André Norton's *The Sword is Drawn* (Oxford, 8s. 6d.), an exciting, vital and truly contemporary story of a Dutch youth's escape from the Gestapo and subsequent adventures with the Free Netherlands Forces. The part played by the hero's pen-friend in America will enhance the interest for children who themselves correspond abroad.

Ships and the Sea

Sailors are traditionally good yarn-spinners and we landlubbers seldom venture into their territorial waters. This year's bunch of sea stories maintain the expected standard of accuracy. Shalimar contributes *Sail Ho!* (Oxford, 7s. 6d.), a tale of cyclone and shipwreck in the Far East, with illustrations by Lance Cattermole which are both dramatic and beautiful. Also from Oxford come two books by Peter Dawlish, *The First Tripper* (7s. 6d.), a factual story of a cadet's first voyage, and *Dauntless Finds Her Crew* (8s. 6d.), first of a promised new series, which deals with five boat-minded boys who recondition a derelict fishing-boat and are carried off in her by some escaped German prisoners, making for Spain. In Percy Woodcock's *Fog in the Channel* (Nelson, 7s. 6d.), the conventional improbabilities begin to multiply, but many young readers won't mind.

Cars and Commandos

Disembarking, we find two rattling yarns of the road, *McGowan Goes Motor Racing*, by Allan Aldous, and *The Black Ghost*, by David C. Newton (Oxford, 7s. 6d. each). The first is concerned with a stolen invention. Cars roar round Brooklands, automatics are thrust into people's faces and poked into

their backs, and if there is little fresh there is plenty of excitement. The 'black ghost' is a mysterious Bentley, and once more crime and invention are the main ingredients. *Picky and Co. Air Commandos*, by Lt. Lt. Kenneth Ross (Oxford, 7s. 6d.), is laid in, and over, Japanese-ruled Burma, and the adventures are probably no more fantastic than the real incidents in that theatre of the war.

No Cloaks, No Swords?

Historical stories are few this year.¹ Many children seem prejudiced against them—they dislike the old-fashioned kind with its stilted dialogue and moth-ball atmosphere. But here are two, both from America. *The Flower of the Fortress*, by Zillah K. Macdonald (Oxford, 8s. 6d.), concerns the siege of Louisbourg in 1745. Exciting, historically sound, a little stiff in the dialogue perhaps, and a little archaic in its first-person narration, but vital enough to overcome such handicaps. Blackwell's reissue of Stephen W. Meader's *Who Rides in the Dark?* (6s.), a highwayman story of New England. An unusual blend of subject and setting, treated in vivid prose with colloquial conversation.

Term and Holidays

Now for the in-and-out-of-school activities, primarily, but not exclusively, appealing to girls. I expect all the books I am going to mention will be enjoyed by many children, but I am bound to report that from any critical standpoint the general level is poor. Unnecessary improbabilities and absurdities abound—unnecessary because the authors, with a little more invention, could have managed their plots without them. Take *Meet the Kilburys!* by Phyllis I. Norris (Nelson, 7s. 6d.). It concerns a private enterprise hostel for day school girls with long journeys—an unlikely expedient which in real life would have been rendered unnecessary by a school 'bus, but at least a novel way of feeding the day girl's fantasy about the joys of dormitory life. There are loose ends and coincidences. A girl mounts a motor cycle for the first time in her life and rides (with a billion-passenger) nearly to London,

and all problems are solved by the winning of a large crossword prize. When Lady Pollett-Maynard's children arrive, 'their short skirts and jerseys would never have proclaimed them to be children of rank', which appears to surprise the author more than it does me.

Nelson also publish at 7s. 6d. each *Castle in the Sun*, by Hilda Brearley—a much better story of holiday adventure in Provence in 1939, with mysterious happenings not entirely incredible for that period, and an authentic French background; *The Concerns of Cecily*, by Janet Grey, the usual boarding-school mixture; and *Star and Company*, by Jean Vaughan, about some adolescents who form a partnership with the following admirable declaration in red ink: 'I will prepare to be a true Citizen of the Future, and eventually will do something big and worth-while, leaving footprints in the sands of time'. *Family Pie*, by Margaret Lovett, and *The River Detectives*, by Jean Henson (Faber, 7s. 6d. each), are holiday mysteries of a more sophisticated type. *We Four and Sandy*, by Kathleen Mackenzie (caravan—cruel stepfather—stray dog—missing treasure), *The House on the Cliffs*, by Rita Coatts (secret passage—stolen jewels), and *Odds Against*, by A. Harcourt Burrage (hooded man hits housemaster) come from Evans at 6s. each. In a class by itself is A. Stephen Tring's *The Old Gang* (Oxford, 7s. 6d.), which—though it falls back on petty criminals—gives such a racy account of grammar school life to-day that I look forward eagerly to Mr. Tring's next book.

Junior Novels

Kitty Barne's *Musical Honours* (Dent, 7s. 6d.) is a distinguished story, based on real life and character, facing the contemporary problem of the return P.O.W. and his children. Humorous, dramatic, even moving—do not miss it. Equally authentic is Pamela Brown's *Golden Pavements* (Nelson, 8s. 6d.) depicting life at a dramatic academy and in provincial rep. I lack space to praise, but it deserves to stand with Kitty Barne's musical story. Dorita F. Bruce's *The Serendipity Shop* (Oxford, 7s. 6d.) is another real life career story, about a girl running an antique

DENT

Children's Department

Musical Honours

KITTY BARNE

A delightful and amusing tale of a family which has 'music in its bones,' by the author of *She Shall Have Music*, *Visitors from London*, *Family Footlights*, etc. Young readers will enjoy it, whether musically inclined or not.

Illustrated with clever character drawings by RUTH GERVIS. 7s. 6d. net

Bonfires and Broomsticks

MARY NORTON

A further story about the bed-that-flew, this time back into the past, with the most astonishing results, by the author of *The Magic Bed-Knob* (of which a large reprint is now available). *The Magic Bed-Knob* has been broadcast, the film rights have been bought by Walt Disney, and it is being dramatized. *Bonfires and Broomsticks* is just as good.

Illustrated by MARY ADSHEAD. 7s. 6d. net

Reprints and other recent

Children's Stories

By Richard Armstrong
SABOTAGE AT THE FORGE 7s. 6d. net

By Kitty Barne
IN THE SAME BOAT 7s. 6d. net
LISTENING TO THE ORCHESTRA 8s. 6d. net

By Primrose Cumming
THE GREAT HORSES 7s. 6d. net

By Fred Kitchen
JESSE AND HIS FRIENDS 8s. 6d. net

Picture-Story Books

Twin Colts and Twin Deer

INEZ HOGAN

Two more books in the famous 'Twin Animal' series, illustrated by the author's clever pencil drawings. The last two were *Twin Seals* and *Mule Twins*. Each 3s. 6d. net

Mishka and the White Reindeer

ALFRED WOOD

A charming phantasy set in a far northern forest. 'The beauty and brilliance of Mr. Wood's colour is indescribable. It is allied to simplicity and unsophisticated humour.' *Nursery World*. With the author's illustrations in colour. 6s. net

DENT

¹ Mr. Trease's own *Trumpets in the West* was noticed in our last issue.—Ed.

shop in a small Scottish town. A good book by a very popular author, though it has not the freshness and distinction of the other two.

Mixed Bag

Turning to the near-fiction, I can heartily recommend *The Story of the Village*, by Agnes Allen (Faber, 7s. 6d.), in which a boy and girl trace their local history from the earliest times, and Anthony Delius's *The Young Traveller in South Africa*, first of a new series from Phoenix House at 7s. 6d., in which English children make imaginary tours of real places. Both books are well illustrated, entertaining, and full of educational value. In Mrs. A. C. Osborn Hann's *More Fun in the Country* (Lutterworth, 6s.) the story is more dominant, but a good deal of rural lore is worked in. Olive Dehn's *Come In* (Shakespeare Head, 7s. 6d.) is 'a simple account of an ordinary day in the life of an ordinary family' from baby's morning feed onwards. Just that. Sounds dull? Wait till you see Kathleen Gell's drawings and taste the quiet humour of the text.

Young actors will find much practical information in Norman Lee's *Amateur Dramatics* (Oxford, 6s.) and three plays, great fun for age-group 10-15, in F. A. Lea's *The Bookworm's Nightmare* (Jason Press, 3s. 6d.)—an economical little book in a limp jacket, which manages to provide music and coloured pictures. Performances of these plays should be a riot—in the better sense. To poetry lovers give *A Book of Town Verse*, an excellent modern selection by T. W. Sussams (Oxford, 2s. 6d.). Under-twelve cooks will revel in *Judy's Cookery Book*, by Muriel Goaman (Faber, 4s. 6d.)—this has been hard to review because my wife has kept taking it into the kitchen. Finally, for the young scientist, there is Herbert McKay's *The Tricks of Light and Colour* (Oxford, 5s.), and, for the air-minded, 'String-bag's *Gliding and Power Flying* (Oxford, 6s.).

THREE NEW PERIODICALS FOR CHILDREN

Collins Magazine for Boys and Girls 1/6 Monthly, Annual Subscription 19/6 post free from Collins.

At last!—a magazine for every boy and girl. This is how the new monthly Collins Magazine is being introduced and, undoubtedly, there exists a genuine need and a warm welcome for a children's journal.

Collins magazine looks most attractive: its general appearance and make-up are beautiful. The contents, however, are—with some exceptions—disappointing. The first instalment of 'Black Ivory' by Norman Collins takes up more than a quarter of the first number and will, no doubt, appeal to a great many boys (and girls?) between the ages of 10 and 14. It is written, according to the publisher's blurb, 'in the tradition of Treasure Island' and, by piling up horror upon horror, it provides that type of excitement boys cherish when reading a thriller and listening to features such as Dick Barton on the Light Programme.

A well conceived and lively play by Kitty Barne, with directions for producing and acting at home, will certainly appeal to every child reader. 'How to make a doll's house' by J. and M. Keeble, with instructions and diagrams, is a contribution both useful and attractive. Some degree of interest will be aroused by Monica Edwards' short story, by J. M. Scott's description of the practical problems and difficulties connected with planning an expedition to the Antarctic and by news and photographs of animals in the Zoo. I wonder how far Noel Streatfield's way of writing about auditions in the Sadlers Wells Ballet School will interest children not already keen on Ballet (although the facts she gives are both interesting and true) and I honestly doubt whether any child would be attracted to literature by the very personal and rather sentimental little essay by Viola Gerard Garvin, under the heading 'The World of Books'. Humorous verses, strip cartoons, competitions, puzzles, etc. fill the pages between the stories.

The aim of Collins Magazine is 'to please the biggest number of people'. Everybody knows that children can be pleased in many different ways. They can be interested in almost every subject worth attention, they can enjoy being shown problems, they are highly observant, keen to learn new

facts, and they love excitement and fun. In so far as this magazine has achieved its own aim, it provides a type of entertainment which children have never lacked. If the editor had had a more constructive idea behind what he was doing, and had chosen his contributions accordingly, the magazine would have been more valuable and would have filled a widely felt gap. As it is, and notwithstanding its promising appearance, one feels rather sorry over a lost opportunity.

Pavilion. 1/- bi-monthly, Annual Subscription 7/6 from: 22 Caroline Terrace, S.W.1.

Pavilion, also called 'The Schools' Journal' is a bi-monthly magazine with schoolboys as contributors. Its main objective is the encouragement of future writers amongst boys who are keen on writing and it presumes that an organ of their own will be of help to them. 'All imaginative written matter, poems, essays, short stories, articles on any subjects with which you are conversant' are welcomed by the Editor.

I feel, with the Editor, that this enterprise is very much worth while, especially if handled with the care and sympathetic understanding shown throughout the magazine. The idea of a 'Guest Page' as a regular feature, with contributions by professional writers telling the boys something of their own early experiments, is certainly a stimulating one and adds to the potential value of the publication.

The Children's Digest. 6d. monthly, Annual Subscription 7/6, from 22 Caroline Terrace, S.W.1.

The Editor claims a two-fold motive for the reappearance of the 'Children's Digest': to provide interesting reading combined with knowledge for children who care for it and to play a part in creating friendships amongst children all over the world—against the dismal background of international chaos.

The very idea of a children's 'digest' was, I admit, repulsive to me; but this feeling faded as I read the abstracts which are well chosen, and recognized their wide range of interests. It, together with its admirable cover will appeal to many children.

L. E. Ucko.

[A notice of *Junior* will follow next month.—Ed.]

PENDRAGON HALL

A co-educational boarding and day school for children between 5 and 14 years of age. Original curriculum designed to foster individual growth and social responsibility.

Also TRAINING SCHOOL FOR MARGARET MORRIS MOVEMENT (Southern Centre)

The new Theatre is being built and there are vacancies for students (aged 14 or over) who wish to make a career of Margaret Morris Movement in its teaching, medical or stage aspects. Dennis March, B.A. Sylvia March, L.R.A.M. Claire Cassidy, M.M.M.

59 Bath Road, Reading, Berks.

Directory of Schools

FRENSHAM HEIGHTS FARNHAM SURREY

Headmaster : PAUL ROBERTS, M.A.

Frensham Heights is a co-educational school containing at present 160 boarders and 40 day pupils equally divided as to sex and equally distributed in age from 8 to 18.

The school stands in a high position in 170 acres of ground.

There is a separate Junior School for children from 8 to 11.

Fees : £180 per annum inclusive

About three scholarships are offered annually

For particulars apply Headmaster

BADMINTON SCHOOL

Westbury-on-Trym

:: BRISTOL. ::

Junior School 6 to 11 years

Senior School 12 to 19 years

The School is situated in large grounds and within easy reach of Bristol, so the older girls are able to enjoy many of the advantages provided by a University City. A high standard of scholarship is maintained and at the same time an interest in creative work is developed by the practical and theoretical study of Art and Music. There are weekly discussions on World Affairs and more intensive work on Social and International problems is done by means of voluntary Study Circles.

Apply to The Secretary.

DARTINGTON HALL TOTNES DEVON

Headmaster : W. B. CURRY, M.A., B.Sc.

A co-educational boarding school for boys and girls from 2-18 in the centre of a 2,000 acre estate engaged in the scientific development of rural industries. The school gives to Arts and Crafts, Dance, Drama and Music the special attention customary in progressive schools, and combines a modern outlook which is non-sectarian and international with a free and informal atmosphere. It aims to establish the high intellectual and academic standards of the best traditional schools.

Fees : £170-£190 per annum.

A limited number of scholarships are available, and further information about these may be obtained from the Headmaster.

ST. MARY'S TOWN & COUNTRY SCHOOL

TOWN DAY SCHOOL :

38 Eton Avenue, London, N.W.3

PRIMROSE 4306

COUNTRY BOARDING SCHOOL:
Stanford Park, near Rugby

Telephone : SWINFORD 50

150 acres of parkland with river and lake
SWIMMING, BOATING AND RIDING

Possibility of Interchange between the two schools, realistic approach to progressive education, special methods in Language and Arts, sound academic work. Co-ed. 5-18

Principals :

Henry Paul, M.A. & Elizabeth Paul, Ph.D.

MONKTON WYLD SCHOOL, nr. CHARMOUTH, DORSET

Principals : CARL URBAN, ELEANOR URBAN, M.A. (Oxon.)

Practical and cultural education for boys and girls (9-18). School life and curriculum planned to help children to develop into co-operative and constructive citizens. School farm ensures healthy diet. T.T. cows.

Fees : £135.

Directory of Schools—continued

BEDALES SCHOOL

PETERSFIELD HANTS (Founded 1893)

A Co-educational Boarding School for boys and girls from 11½–18. Separate Junior School for those from 5–11. Inspected by the Ministry of Education. Country estate of 150 acres. Home Farm. Education is on modern lines and aims at securing the fullest individual development in, and through, the community.

Headmaster : **H. B. JACKS, M.A. (Oxon.)**

ST. CHRISTOPHER SCHOOL LETCHWORTH

is an educational community of some 375 boys, girls and adults. The five school houses provide living and teaching accommodation for children from 6 to 18. It is situated on the edge of the Garden City, amidst rural surroundings and beautiful gardens. There is now a considerable waiting list, and early application is desirable for possible vacancies in 1950.

ELMTREES,

GREAT MISSENDEN, BUCKS.
(Boarding and Day School for Boys and Girls 5 to 12 years)
and **LITTLE ELMTREES** (for the under-fives).

Progressive education combined with a happy home life in an atmosphere of freedom. Art, Music, Drama and Dancing under specialist teachers are part of the school curriculum.

The school is situated on the fringe of the little village of Great Missenden, within five minutes walk of the station, with frequent train service to Baker Street and Marylebone.

The houses (adjoining properties) are chiefly Georgian in character, and the grounds of nearly 10 acres open on to the wooded slopes of the Chiltern Hills.

FEES : £135 per annum. Under-fives £120 per annum.
Entire Charge (holidays Included) £160–£180 per annum.
Principal - **Miss M. K. WILSON.** Tel. : Gt. Missenden 407.

S HERRARDSWOOD SCHOOL

WELWYN GARDEN CITY

Headmaster : **J. D. EASTWOOD, M.A. (Oxon.)**

Sherrardswood was started in 1928 as an all-age Co-educational Day School. It accommodates 220 children, and is now developing a boarding side at Digswell Park, where there is excellent provision for 30 boys and 30 girls in an atmosphere similar to that of family life in a cultured home. At present, entry to the boarding house is restricted to children of ten years and over. The house is under the direct supervision of the Headmaster and Mrs. Eastwood, with fully-qualified assistance. It is an integral part of the School, so organized as to help in fulfilling the aim of Sherrardswood to train boys and girls in complete living.

Boarding fees, 55 guineas a term, including tuition.

Apply to Headmaster for Prospectus and details of vacancies.

WYCOMBE COURT

The Garden School, Lane End
Nr. High Wycombe.

Boarding School for girls (8-18). Estate of 60 acres in the Chiltern Hills. Sound academic work, with consideration for individual needs. Large staff of graduates. Vegetarian and ordinary diet. Open-air swimming pool.

FEES : £160 to £175 per annum.

Principals : **MISS M. E. BOYLE, B.A.**
MISS H. J. ROBINSON, N.F.U.

THE FROEBEL SCHOOL *now at* *Ibstock Place . . . ROEHAMPTON* (removed from Little Gaddesden, Herts.)

Kindergarten and Preparatory School for boys and girls aged 3-14 years. Fifty boarders aged 7-14. A country school near London. Fully qualified staff . . .

Governed by . . . The Froebel Educational Institute

The school has a large garden and is on the edge of Richmond Park

Headmistress : **Miss O. B. Priestman, B.A., N.F.U.**

Wychwood School, Oxford

RECOGNIZED BY MINISTRY OF EDUCATION

Maximum of 80 girls (half day pupils) aged 10-18. Small classes, large graduate staff. Education in widest sense under unusually happy and free conditions. Exceptional health record. Elder girls when not entering universities can either specialize in Drawing, Design, Languages, Music, Handcraft, or take year's training at Wychlea (Domestic Science House). Playing fields, bathing pool.

Principal : **Miss MARGARET LEE, M.A., (Oxon.)**
Late University Tutor in English.
Vice-Principal : **Miss E. M. SNODGRASS, B.A. (Oxon.)**

BURGESS HILL SCHOOL

11 OAKHILL PARK, N.W.3 Hampstead 2019

CO-EDUCATIONAL DAY SCHOOL

AGES 5 to 18

Headmaster : **GEOFFREY THORP, M.A.**

THE BELTANE SCHOOL

Shaw Hill, Melksham, Wilts. Boys and girls from five to eighteen.
Good academic standards.

WENNINGTON SCHOOL WETHERBY.

Founded 1940. Boys and Girls, 8—18.

A new type of Boarding School, well-organised and efficient without losing the family quality of life. Wholesome vigorous community providing a training in disciplined co-operation and practical social responsibility. Well balanced curriculum. Graduate teachers.

KENNETH C. BARNES, B.Sc.

LONG DENE CHIDDINGSTONE, EDENBRIDGE, KENT

Directors :

J. C. GUINNESS, B.A., KARIS GUINNESS, R. G. H. JOB, B.Sc.

A group of a hundred children of all ages and forty adults, creatively concerned with education, agriculture and the arts.

PROSPECTUS FROM THE SECRETARY

SHERWOOD SCHOOL, EPSOM.

is a co-educational community which attempts to carry into the practice of its economic, political, and personal relationships the full implications of the maxim 'from each according to his ability, to each according to his need.'

Boarding (8-18), Day (3-18); usual subjects and games; S.C. and H.S.C. Excellent centre for S.W. London.

PINEWOOD, AMWELLBURY, HERTS.

Home school for boys and girls 4 to 14, where diet, environment, psychology and teaching methods maintain health and happiness.

Elizabeth Strachan.

Ware 52

School for boys and girls from 4½ to 11 years

LITTLE FELCOURT, EAST GRINSTEAD, SUSSEX,

founded on the Montessori idea and aims to create the happy free atmosphere of a real home.

Particulars from the Principal

MOIRA HOUSE SCHOOL EASTBOURNE. Telephone 210.

Recognized by the Ministry of Education.

Boarding School for Girls from 6 to 18

Principals : Miss GERTRUDE A. INGHAM.
Miss MONA SWANN.

Vice-Principal : Miss EDITH TIZZARD, B.A., Hons. Lond.

MOORLAND SCHOOL CLITHEROE, LANCS.

Co-educational 3-12 years. Tel. Clitheroe 8.

The children lead vital, constructive lives, doing work of high standard in a happy natural atmosphere. Food reform and meat diets. Nature cure methods. Out-of-door activities.

Co-principals : Miss D. E. King, L.L.A., and Miss A. E. Crane.

Edgewood, Greenwich, Connecticut.
A Boarding and Day School for Boys and Girls from Kindergarten to College. Twenty-acre campus, athletic field, skating, ski-ing, tennis and all outdoor sports. Teachers' Training Course. Illustrated Catalogue describes activities and progressive aim.
E. E. LANGLEY, Principal 201 Rockridge.

ST. CATHERINE'S SCHOOL, Knole Park, Almondsbury, near Bristol.

Co-Educational Boarding. All Ages.

400 feet up, looking on to Channel and Welsh Mountains.
Food Reform Diet.

Open-air Swimming Pool. Music. Art.

35 guineas per term.

Ralph Cooper, M.A., and Joyce Cooper.

BEVERLEY SCHOOL

WOLFELEE, NR. HAWICK.

Progressive Co-Education. Boys and Girls from 3 years old. Healthy happy environment.

Special attention given to diet.

Entire charge and holiday arrangements made when necessary for children whose parents are abroad.

Telephone : Bonchester Bridge 2.

GREAT SARRATT HALL, SARRATT, HERTS.
Nursery and Preparatory Boarding School for children from birth to 10 years. Parents and school work in close co-operation. Group limited to twelve children. Qualified resident and visiting teachers. Principal : Gladys Raymond.

HIGH MARCH, BEACONSFIELD, BUCKS.
A Progressive Preparatory School for girls from 5 to 13. The school aims at giving a sound education with special emphasis on art, music, and creative activities. Miss F. H. Perkins and Miss E. B. Warr.

THE MOUNT SCHOOL, MILL HILL, N.W.7.
Large qualified staff, small classes, centre for Oxford Higher and School certificate Examinations. 30 boarders, 90 day boarders, 5-18.—Mary Macgregor, B.A. (Lond.), Camb. Teachers' Diploma.

PINEHURST, Goudhurst. On the beautiful Kentish Weald. Progressive School. Co-educational 3-12 years. Sound education. Crafts. Riding. Food Reform Diet. Sun and Air Bathing. Excellent health record. Miss M. B. Reid, Principal.

SUBSCRIPTION FORM

THE NEW ERA, 1 PARK CRESCENT, LONDON, W.1

I enclose 12s. (or \$2.50) being subscription for One Year from.....

NAME
(Block letters. Please state whether Mr., Mrs., or Miss)

ADDRESS

Directory of Schools—continued

BUNCE COURT SCHOOL, Otterden, Faversham, Kent. Co-educational, progressive, recognised M. of E. Prep. for School Cert. Artistic and practical activities. Healthy food from own garden. Enquiries to : Anna Essinger, M.A., Principal.

PUTLANDS RESIDENT NURSERY SCHOOL, Old Heathfield, Sussex. Small family group of children 2 to 5 years in ideal home surroundings. Vacancy for two children to complete group. Long or short stay. Zillah Brown, N.F.U., and Thella Marriott. 'Phone : Heathfield 293.

THE FROEBEL SCHOOL, DATCHET, BUCKS. School of 40 children run on Activity Methods with support of Parents' Group. Small group of weekly Boarders 5-6 years of age. Week-end escort to and from Waterloo. Miss Underwood, N.F.U.

STANWAY SCHOOL, DORKING. Home and Day co-educational Preparatory School to 14 years. Nursery Class. Specially designed building high up. Education as an atmosphere, a discipline, and a life.

KINGSMUIR SCHOOL, Sible Hedingham, Essex. Branch of Summerhill School. Crafts, Riding, excellent diet. Central Heating. Paying Guests welcome.

Directory of Training Centres

MATTHEWS-SURFLEET SCHOOL of Speaking and Writing. Lessons (correspondence also visit) 5/- each in public speaking and writing. Help also to young people, foreigners, stammerers. Public speaking classes 1/6. Dorothy Matthews, B.A., 32 Primrose Hill Road, London, N.W.3. PRImrose 5686.

THE CHARLOTTE MASON METHOD (P.N.E.U.). For the education of children (ages 4½ to 18) at home or in schools (including overseas).

Apply Director, Parents' Union School, Ambleside

POSTS VACANT AND WANTED, etc.

RATES : 1s. 3d. per line. Minimum 3 lines. These charges must be prepaid and copy received by the FIFTEENTH of the month preceding publishing date.

REQUIRED IN JANUARY. Mistress for Upper Juniors, boys and girls between 8 and 10. Good material and accommodation for teacher. Apply Bunce Court School, Otterden, Faversham, Kent.

WANTED IN JANUARY. Assistant Master to teach general form subjects to 10 year old boys and girls, also Geography to Common Entrance. Latin desirable. Some experience and training and/or degree essential. London Burnham Scale. Apply Headmistress, Froebel Demonstration School, Ibstock Place, Clarence Lane, Roehampton, S.W.15.

ELMTREES SCHOOL (see *Schools Directory* advertisement). Vacancies in January for Matron and Assistant Matron. Some training or experience required. Very happy friendly atmosphere and staff co-operation. Salary according to qualifications and experience. Apply Principal.

WANTED trained experienced Kindergarten teacher, January, for small group, five to seven years ; also capable Senior Master (Science), willing to deputise Headmistress. Couple combining these activities most acceptable. Co-ed. Country Boarding School 80 miles from London. Box No. 353.

A RESIDENT vacancy occurs in January for an experienced Cook to take full charge of up-to-date kitchen in progressive co-educational school in South Devon. Numbers 130. Three other permanent kitchen staff. Salary £200 per annum. Applications with full details of previous experience and references to Box No. 352.

APPLICATIONS are invited for the appointment of Psychologist in the EAST LONDON CHILD GUIDANCE CLINIC. Honorarium Two Guineas per session—usually two weekly. Applications, with full particulars of qualifications and experience and giving the names of three referees, should be sent immediately to the Secretary at the London Jewish Hospital, Stepney Green, E.1.

UNIVERSITY COLLEGE, LEICESTER. Places available in (1) The One-Year Post Graduate Teachers' Training Course, and (2) Social Studies Diploma Course, two years for non-graduates. Details from the Registrar.

ABBOTSHOLME SCHOOL, Derbyshire. Entrance and Scholarship Tests will be held at the School from 28th-31st March, 1948. Two or three Scholarships only are offered this year, value between £45 and £75 per annum. Details may be obtained from the Headmaster's Secretary, Abbotsholme, Rocester, Staffs.

TWO experienced Froebel-trained teachers would like to hear from parents or principals where a good Preparatory School is needed and where possibility of house, or of school for sale or partnership. Box No. 351.

HOLIDAY STAFF. Wanted helpers for house parties, young professional people, cook and *au pair* helpers. Box No. 347.

WANTED TO RENT School in Home Counties and/or near sea and hills. Holiday periods. Permanent arrangement considered. Box No. 346.

